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ABSTRACT

This document is intended as a user-friendly resource for administrators of career and technical education (CTE) programs in Arizona. The first section presents course descriptions, including a complete list of current competencies for each of Arizona's CTE programs, which are organized on four levels as follows: (1) technological foundations (grades 7-8); (2) courses in five occupational "clusters" designed to serve as a transition between foundation and occupationally specific instruction (grades 9-10); (3) occupationally specific instruction in 9 fields (grades 11-12); and (4) tech prep programs articulated with community colleges (designed for entry-level workers or learners enrolled in advanced education and training). The next two sections list Arizona's CTE programs and CTE program codes and titles. The fourth section details the coherent sequence and certification requirements for the 36 programs included in Arizona's CTE system. Descriptions of each program and each course in the recommended sequence for each program are presented. The remaining four sections contain the following materials: (1) a list of life skills taught in Arizona's CTE courses; (2) descriptions of the six occupational clusters into which Arizona's CTE programs are categorized; (3) an overview of the state's data reporting requirements, 13 sample forms, and definitions; and (4) county type district school numbers. (MN)

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ED 466 998

THE HANDBOOK

Secondary Career and Technical Education Resource Handbook For CTE Administrators

April 2001

Revised June 2002

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Secondary Career and Technical Education Resource Handbook
Published by the Arizona Department of Education
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This document is also available in Adobe © Acrobat © .pdf format at:
http://www.ade.az.gov/cte/careerpathways/CTE/Handbook.pdf

INTRODUCTION

This Handbook has been designed as a "user friendly" resource book for Career and Technical Education (CTE) administrators. This information will be used when reporting enrollment data beginning in the 2001-2002 school year.

A complete list of current competencies for each CTE program is located in the Comprehensive CTE Programs section. Each CTE program offers a coherent sequence of instruction identified by the curriculum design teams made up of representatives from business and industry, CTE educators, the Arizona Department of Education (ADE) and university staff. The competencies identified for each CTE program establish what should be taught. The Local Education Agency (LEA) determines how it will be taught.

The LEA is responsible for maintaining records on individual student assessment for each Level III competency until a state-adopted proficiency is in place. Information on attainment for each Level III competency will include all of the following:

- Attaining or not attaining the competency
- Method of assessment (e.g., written exam, oral presentation, demonstration performance, class/group project, take home exam)
- Written criteria defining how to judge performance to meet or not meet the competency
- Date at the end of the grading period or when attainment occurred

There are seven CTE programs listed in the Handbook that are still in development. After ADE has completed curriculum design/adoption process for these seven programs, the competencies and coherent sequence will be available.

Administrators, teachers, data reporting personnel, ADE staff and other interested individuals will use this Handbook. It will be used for the following activities:

- Reporting enrollment data for 2001-2002 school year
- Developing and reviewing the Basic Grant application
- Utilizing the CTE Program List
- Planning new comprehensive CTE programs
- Modifying existing comprehensive CTE programs
- Identifying teacher certification requirements
- Locating phone numbers and email addresses for ADE staff

Our goal is to make this document available to you on the Arizona Department of Education CTE web page. You will find it located at http://www.ade.state.az.us/cte and available in PDF format.

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COMPREHENSIVE CAREER AND TECHNICAL EDUCATION PROGRAMS

Beginning in 1987, the Arizona Department of Education initiated a major effort to update and restructure vocational education. The Division of Vocational Technological Education in cooperation with representatives of business and industry, and full participation of teachers and administrators, developed a new framework for vocational instruction. This framework was called the "Arizona Model for Vocational Technological Education."

During the past decade, the Vocational Technical Education/School to Work Division at the Arizona Department of Education has been involved in assisting schools and districts to restructure their vocational education programs. This restructure came about as the result of the recognition that many students were not being prepared adequately for the workforce. It was determined that more emphasis needed to be placed on students' acquiring a strong foundation in academic and technical skills as well as having access to quality state-of-the-art technology - the driving force behind tomorrow's jobs.

On September 25, 2000 the State Board of Vocational Technological Education approved the name change from Vocational Education to Career and Technical Education (CTE). Today all career and technical education programs are comprehensive in that they are designed around an instructional sequence consisting of four levels. Courses in each level focus on developing decision-making skills, career development skills, academic skills, teamwork and leadership skills, technology skills, workplace skills and occupational skills. The four instructional levels are as follows:

- Level I, which is designed for grades 7 and 8 is the exploratory level. It represents a core of academic and technical competencies that support all occupations and career exploration for all interest areas. These competencies may also be taught at the high school level.

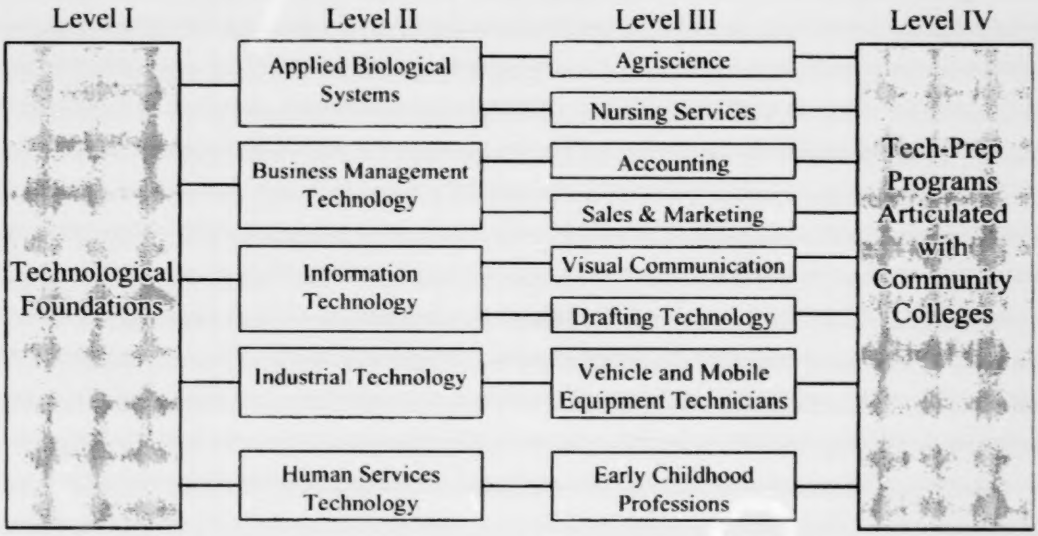
- Level II, which is designed for grades 9 and 10, serves as the transition between the broad exploration provided at Level I and occupationally specific instruction provided at Level III. Students develop higher levels of proficiency in one or more occupational "clusters." The five Level II clusters provide CTE students with the foundation of core skills necessary to continue their training in the specific occupational program.

- Level III, which is designed for grades 11 and 12, provides students with occupationally specific preparation that leads to employment after graduation and /or further education and training.

- Level IV, which is designed for the years after high school, is the final level in this sequence. Students begin entry-level employment and/or receive advanced training and education at a community college, a proprietary school, an university or in the military.

Students also have the option of participating in tech-prep programs and/or work-based learning experiences-both of which can provide them access and exposure to technology used in the workplace as well as all aspects of the industry.

The sequence for several comprehensive programs are outlined in the chart below:


Level I
Level II
Level III
Level IV
Technological Foundations
Applied Biological Systems
Business Management Technology
Information Technology
Industrial Technology
Human Services Technology
Agriscience
Nursing Services
Accounting
Sales & Marketing
Visual Communication
Drafting Technology
Vehicle and Mobile Equipment Technicians
Early Childhood Professions
Tech-Prep Programs Articulated with Community Colleges

TECHNOLOGICAL FOUNDATIONS

COURSE CODE:	90.0000.10
DESCRIPTION:	LEVEL I

Level I is the foundation experience for all Career and Technical Education Programs. The Arizona Department of Education approved curriculum introduces students to the world of work, related technologies and includes academic and occupational competencies designed for all seventh and eighth grade students. These competencies may also be delivered at the high school level. Six skill strands have been identified and incorporated as a component of this curriculum: Career Development, Applied Academics, Life Management, Technology, Business/Economic, and Leadership skills. The instruction is supported by a flexible learning environment, appropriate technology and support systems.

The competencies developed for Level I students address career exploration and core skill development common to **virtually all occupations:**

1.0 Explore career interests
2.0 Explore the world of work
3.0 Explore human relations skills
4.0 Explore health and safety in the workplace
5.0 Explore technology in the workplace
6.0 Explore problem solving in the workplace

APPLIED BIOLOGICAL SYSTEMS-AGRICULTURE

COURSE CODE: 99.0300.20

DESCRIPTION: LEVEL II

The Level II experience is designed for students in grades nine through ten and includes core skill development for a cluster of related occupations. Students may select one or more of the five Level II clusters, which have been grouped together by common skills, knowledge and a set of Employability Skills found in a range of occupations. The Applied Biological Systems cluster serves as a transition between the broad exploration provided through the Level I Technological Foundations experience and the occupationally specific instruction provided at Level III.

Applied Biological Systems-Agriculture is defined as an instructional experience that provides students with an appreciation for living systems as applied to the science of food and fiber production, food processing and human health, and allows students to attain the following competencies:

1.0 Demonstrate laboratory procedures and safety practices
2.0 Describe mammal health needs
3.0 Describe basic principles of nutrition
4.0 Examine the interaction of biological systems within the environment
5.0 Describe principles of plant growth production
6.0 Describe principles of animal growth and production
7.0 Describe food safety and processing practices
8.0 Describe advances in technology
9.0 Discuss bioethical issues
10.0 Demonstrate group dynamics and leadership skills
11.0 Demonstrate communication skills in a business situation
12.0 Develop an employment plan
13.0 Identify job-seeking tools and skills
14.0 Prepare for employment

APPLIED BIOLOGICAL SYSTEMS-FOOD SCIENCE

COURSE CODE: 99.0300.40

DESCRIPTION: LEVEL II

The Level II experience is designed for students in grades nine through ten and includes core skill development for a cluster of related occupations. Students may select one or more of the five Level II clusters, which have been grouped together by common skills, knowledge and a set of Employability Skills found in a range of occupations. The Applied Biological Systems cluster serves as a transition between the broad exploration provided through the Level I Technological Foundations experience and the occupationally specific instruction provided at Level III.

Applied Biological Systems-Food Science is defined as an instructional experience that provides students with an appreciation for living systems as applied to the science of food and fiber production, food processing and human health, and allows students to attain the following competencies:

1.0 Demonstrate laboratory procedures and safety practices
2.0 Apply the basic principles of nutrition
3.0 Demonstrate chemical reactions and physical changes that occur during food preparation
4.0 Describe food safety and food processing practices
5.0 Analyze technology used in food product development and marketing
6.0 Research careers in food science, food preparation, dietetics, and nutrition
7.0 Develop an employment plan
8.0 Demonstrate job search skills
9.0 Demonstrate employability skills

APPLIED BIOLOGICAL SYSTEMS-HEALTH

COURSE CODE: 99.0300.30

DESCRIPTION: LEVEL II

The Level II experience is designed for students in grades nine through ten and includes core skill development for a cluster of related occupations. Students may select one or more of the five Level II clusters, which have been grouped together by common skills, knowledge and a set of Employability Skills found in a range of occupations. The Applied Biological Systems cluster serves as a transition between the broad exploration provided through the Level I Technological Foundations experience and the occupationally specific instruction provided at Level III.

Applied Biological Systems-Health is defined as an instructional experience that provides students with an appreciation for living systems as applied to human health, and allows students to attain the following competencies:

1.0 Demonstrate safety compliance in the laboratory
2.0 Describe the human body systems
3.0 Describe basic principles of human nutrition
4.0 Examine health and wellness issues
5.0 Analyze the influence of technology on health
6.0 Develop an employment plan
7.0 Demonstrate job search skills
8.0 Demonstrate employability skills

BUSINESS MANAGEMENT TECHNOLOGY

COURSE CODE: 99.0400

DESCRIPTION: LEVEL II

This Level II experience is designed for students in grades nine through ten and includes core skill development for a cluster of business related occupational skills. The Business Management Technology cluster serves as a transition between the broad exploration provided through the Level I Technological Foundations experience and the occupationally specific instruction provided at Level III.

Business Management Technology is defined as an instructional experience that provides students with an understanding of, and a familiarity with, the principles and practices of business. Students will attain the following competencies:

1.0 Initiate business communication
2.0 Communicate using technology
3.0 Solve problems and make decisions
4.0 Organize business information
5.0 Use computer technology to support business operations
6.0 Apply economic principles to business operations and management
7.0 Demonstrate the principles of business management
8.0 Analyze the legal and ethical environment of business
9.0 Calculate and prepare financial records
10.0 Apply marketing principles to business operations
11.0 Develop an employment plan
12.0 Identify job-seeking skills
13.0 Prepare for employment

HUMAN SERVICES TECHNOLOGY

COURSE CODE: 99.0500

DESCRIPTION: LEVEL II

The Level II experience is designed for students in grades nine through ten and includes core skill development for a cluster of related occupations. Students may select one or more of the five Level II clusters, which have been grouped together by common skills, knowledge and a set of Employability Skills found in a range of occupations. The Human Services Technology cluster serves as a transition between the broad exploration provided through the Level I Technological Foundations experience and the occupationally specific instruction provided at Level III.

Human Services Technology is defined as an instructional experience that provides students with an orientation to, and an understanding of, occupations that directly address the welfare of human beings. Students will attain the following competencies:

1.0 Analyze careers in human services
2.0 Analyze growth and development of humans
3.0 Analyze factors influencing human behavior
4.0 Demonstrate communication skills in human services occupations
5.0 Examine legal and ethical issues in human services occupations
6.0 Explore the use of technology in human services occupations
7.0 Develop an employment plan
8.0 Demonstrate job search skills
9.0 Demonstrate employability skills

INDUSTRIAL TECHNOLOGY

COURSE CODE: 99.0200

DESCRIPTION: LEVEL II

The Level II Experience is designed for students in grades nine through ten and includes core skill development for a cluster of related occupations. Students may select one or more of the five Level II clusters, which have been grouped together by common skills, knowledge and a set of Employability Skills found in a range of occupations. The Industrial Technology cluster serves as a transition between the broad exploration provided through the Level I Technological Foundations experience and the occupationally specific instruction provided at Level III.

Industrial Technology is defined as an instructional experience that provides students an understanding of, and orientation to, occupations involved in the design, production, processing, assembling, testing, maintaining, servicing and repairing of goods. Student will attain the following competencies:

1.0 Practice safe working procedures
2.0 Utilize and practice safe use of tools and machines
3.0 Describe types of construction
4.0 Demonstrate the elements of construction
5.0 Evaluate the elements of construction technology
6.0 Describe types of manufacturing systems
7.0 Demonstrate the elements of the manufacturing process
8.0 Evaluate the elements of manufacturing technology
9.0 Describe transportation systems
10.0 Demonstrate transportation components
11.0 Evaluate the elements of transportation technology
12.0 Demonstrate the use of an electrical/electronic system
13.0 Describe properties of materials
14.0 Demonstrate methods of energy applications
15.0 Describe industrial career opportunities
16.0 Develop an employment plan
17.0 Demonstrate job search skills
18.0 Demonstrate employability skills

INFORMATION TECHNOLOGY

COURSE CODE: 99.0100

DESCRIPTION: LEVEL II

The Level II experience is designed for students in grades nine through ten and includes core skill development for a cluster of related occupations. Students may select one or more of the five Level II clusters, which have been grouped together by common skills, knowledge and a set of Employability Skills found in a range of occupations. The Information Technology cluster serves as a transition between the broad exploration provided through the Level I Technological Foundations experience and the occupationally specific instruction provided at Level III.

Information Technology is defined as an instructional experience that provides students with an understanding of, and orientation to, occupations involved in communications, design of systems and processes and information management. Student will attain the following competencies:

1.0 Demonstrate communication as a system
2.0 Demonstrate drawing and visualization skills
3.0 Capture data for media applications
4.0 Edit data for media applications
5.0 Demonstrate media production skills
6.0 Apply resource management to media tasks
7.0 Develop an employment plan
8.0 Demonstrate job search skills
9.0 Demonstrate employability skills

LEVEL II CLUSTERS BY PROGRAM

Programs	Applied Biological Systems-Agriculture	Applied Biological Systems-Food Science	Applied Biological Systems-Health	Human Services Technology	Industrial Technology	Information Technology	Business Management Technology
Accounting						o	•
Administrative Information Services							•
Ag Bus Mgmt: Agriscience	•	o	o				o
Ag Bus Mgmt: Horticulture	•	o	o				o
Ag Bus Mgmt: Renewable Natural Resources	•	o	o				o
Allied Health Services			•	o			
Apparel Design and Merchandising				•		o	o
Building Maintenance					•	o	o
Building Trades					•		o
Business Information Technology Services						•	o
Business Management and Administrative Services						o	•
Cabinetmaking					•		o
Carpentry					•		o
Cosmetology			o	•			o
Dental Services			•	o			
Drafting Technology					o	•	
Early Childhood Professions		o		•			o
Electronics Technology					•	o	o

• Level II Cluster students **should** take

o Additional Level II Clusters students **may** elect to take

LEVEL II CLUSTERS BY PROGRAM

Programs	Applied Biological Systems-Agriculture	Applied Biological Systems-Food Science	Applied Biological Systems-Health	Human Services Technology	Industrial Technology	Information Technology	Business Management Technology
Financial Services				○			●
Fire Science	○			○	●		
Food Production/ Culinary Arts		●		○			○
Graphic Communication					○	●	
Heating, Ventilation, Air Conditioning/Refrigeration					●	○	○
Heavy Equipment Operation					●		○
Hospitality Services		○		○			●
Law Enforcement				●		○	○
LifeSkills		○		●			○
Masonry					●		○
Media Communication					○	●	○
Nursing Services			●	○			
Plumbing					●		○
Precision Metal Workers					●		○
Residential Electrician					●	○	○
Sales and Marketing				○		○	●
Upholstering					●		○
Vehicle & Mobile Equipment Technicians					●		○
Visual Communications					○	●	

● Level II Cluster students **should** take

○ Additional Level II Clusters students **may** elect to take

ACCOUNTING

PROGRAM CODE: 52.0300

DESCRIPTION: LEVEL III

The Accounting instructional program is designed to prepare students for employment with business knowledge and accounting technical skills for careers in accounting, such as: accounts payable clerks, accounts receivable clerks, payroll clerks, inventory clerks and bookkeeping clerks in all industries. A student completing this program will also possess the foundation skills needed for further education in the accounting profession.

Accounting competencies include:

1.0 Perform general ledger functions
2.0 Perform accounts payable functions
3.0 Perform accounts receivable functions
4.0 Perform payroll functions
5.0 Perform general accounting functions
6.0 Utilize technology to support accounting functions
7.0 Demonstrate customer service skills
8.0 Conduct a job search
9.0 Secure a job
10.0 Succeed on the job

ADMINISTRATIVE INFORMATION SERVICES

PROGRAM CODE:	52.0400
DESCRIPTION:	LEVEL III

The Administrative Information Services program is designed to prepare students for employment in positions, which provide administrative and organizational assistance to internal and external customers. These professionals use a variety of office technology and computer-based business applications (data base, spreadsheet, word processing, graphics, etc.,) and are often called upon to be in-house experts on adapting such technology applications to the varied needs of their internal/external customers. They also support and help facilitate accurate communication and processing of information to the right customers at the right times.

Administrative Information Services competencies include:

1.0 Identify and satisfy customer needs and plan work activities
2.0 Manage schedules, activities, and events
3.0 Prepare and maintain financial information
4.0 Generate and maintain documents and information
5.0 Manage resources
6.0 Develop, implement, and evaluate work processes and procedures
7.0 Initiate and facilitate communication
8.0 Conduct a job search
9.0 Secure a job
10.0 Succeed on the job

AGRICULTURAL BUSINESS MANAGEMENT – AGRISCIENCE

PROGRAM CODE:	01.0300
DESCRIPTION:	Level III

CIP 01.0300 in Development. Use competencies identified for either Animal Science or Plant Science listed below, until the new program for Agriscience is developed.

Agricultural Business Management-Animal Science competencies include:

1.0 Practice personal and human relations skills in career development
2.0 Demonstrate business management practices
3.0 Demonstrate financial management practices
4.0 Apply approved practices in purchasing/marketing to maximize profit
5.0 Apply approved practices of animal feeding and nutrition
6.0 Apply approved practices in animal breeding and reproduction
7.0 Apply approved practices of animal health
8.0 Describe biotechnology techniques used in animal production
9.0 Construct and maintain animal facilities and equipment
10.0 Apply approved practices for environmental control of confined animals
11.0 Apply approved practices in laying concrete for facilities
12.0 Apply approved practices in using woodworking to construct animal facilities
13.0 Apply approved practices in using metalworking to construct animal facilities
14.0 Apply approved safety practices when working with animals
15.0 Conduct a job search
16.0 Secure a job
17.0 Succeed on the job

Agricultural Business Management-Plant Science competencies include:

1.0 Demonstrate personal and human relations skills
2.0 Demonstrate business management practices
3.0 Demonstrate financial management practices
4.0 Apply approved practices in purchasing/marketing to maximize profit
5.0 Demonstrate approved seed selection and germination practices
6.0 Demonstrate approved biotechnology techniques in plant production
7.0 Identify approved practices in renewable and natural resources

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AGRICULTURAL BUSINESS MANAGEMENT – AGRISCIENCE, CONTINUED

8.0 Demonstrate personal and human relations skills
9.0 Demonstrate business management practices
10.0 Demonstrate financial management practices
11.0 Apply approved practices in purchasing/marketing to maximize profit
12.0 Demonstrate approved seed selection and germination practices
13.0 Demonstrate approved biotechnology techniques in plant production
14.0 Identify approved practices in renewable and natural resources
15.0 Design, construct, and operate irrigation systems
16.0 Manage a pest control program
17.0 Manage a plant disease control program
18.0 Manage a weed control program
19.0 Apply approved practices in plant nutrition
20.0 Harvest crops to ensure maximum yield
21.0 Operate and maintain equipment machinery
22.0 Construct and maintain facilities and equipment
23.0 Apply approved construction principles of plant science
24.0 Apply approved safety practices
25.0 Conduct a job search
26.0 Secure a job
27.0 Succeed on the job

AGRICULTURAL BUSINESS MANAGEMENT - HORTICULTURE

PROGRAM CODE 01.0600

DESCRIPTION: LEVEL III

The Agricultural Business Management-Horticulture program is designed to prepare students for employment in various production, sales, and supply positions related to horticulture. Specific careers include: landscape design, installation and maintenance; nursery management; biotechnology; and turf grass management. In addition to required technical skills, students will possess leadership skills, advanced employability skills, applied academics, and life management skills.

Agricultural Business Management-Horticulture competencies include:

1.0 Demonstrate personal and human relations skills
2.0 Demonstrate business management practices
3.0 Demonstrate business accounting practices
4.0 Demonstrate sales and merchandising techniques
5.0 Identify and select ornamental plants
6.0 Operate and maintain plant growth structures
7.0 Propagate, grow, and maintain nursery stock
8.0 Design landscapes
9.0 Install landscapes
10.0 Construct hardscapes
11.0 Apply approved practices in laying concrete
12.0 Install and maintain residential and commercial turf
13.0 Perform golf course maintenance practices
14.0 Design, construct and operate irrigation systems
15.0 Maintain exterior landscapes
16.0 Maintain interior landscapes
17.0 Design and prepare floral arrangements
18.0 Produce fruit, nut and vegetable crops
19.0 Apply approved safety practices in horticultural occupations
20.0 Apply fertilizer and chemicals
21.0 Operate and maintain horticultural equipment
22.0 Conduct a job search
23.0 Secure a job
24.0 Succeed on the job

AGRICULTURAL BUSINESS MANAGEMENT - RENEWABLE NATURAL RESOURCES

PROGRAM CODE:	03.0200
DESCRIPTION:	Level III

The Agricultural Business Management - Renewable Natural Resources program is designed to prepare students for employment in various occupations related to fisheries, wildlife, range management, forestry, ecology, and environmental science. Students completing this program will possess the technical knowledge and skills associated with natural resources careers. In addition to the required technical skills, students will possess leadership skills, advanced employability skills, communication skills, critical thinking skills, applied academics, and life management skills.

Agricultural Business Management-Renewable Natural Resources competencies include:

1.0 Demonstrate personal and human relations skills
2.0 Demonstrate business management practices
3.0 Demonstrate approved safety practices to natural resources occupations
4.0 Describe environmental sciences
5.0 Describe the ecology of natural resources
6.0 Describe soil and water management practices
7.0 Describe range management practices
8.0 Demonstrate wildlife management practices
9.0 Demonstrate fisheries management practices
10.0 Demonstrate forestry practices
11.0 Describe renewable energy resources
12.0 Describe air resources
13.0 Operate and maintain equipment and machinery
14.0 Construct and maintain facilities and equipment
15.0 Apply approved practices in laying concrete for facilities
16.0 Apply approved practices in using woodworking to construct facilities
17.0 Apply approved practices in using metalworking to construct facilities
18.0 Conduct a job search
19.0 Secure a job
20.0 Succeed on the job

ALLIED HEALTH SERVICES

PROGRAM CODE: 51.0800

DESCRIPTION: Level III

CIP 51.0800 in Development. Use competencies identified for either Medical Laboratory Assisting or Physical Therapy Aide listed below, until the new program for Allied Health Services is developed.

Medical Laboratory Assisting competencies include:

1.0 Functions as a part of the medical laboratory staff
2.0 Utilize professional communication techniques to maintain rapport with clients and health team members
3.0 Demonstrate medical ethics with other health professionals, the patient and the public
4.0 Utilize general safety measures for the protection of personnel and patients in the clinical laboratory
5.0 Apply cardiopulmonary resuscitation techniques to persons in cardiac distress
6.0 Utilize human relations skills to support physical, emotional and intellectual needs of each patient
7.0 Utilize principles of work relationships, supervision and management to maximize working conditions with health care team members
8.0 Utilize clinical laboratory terminology to communicate with health care team members
9.0 Utilize laboratory measurement, mathematics and statistics to assist in analyzing and scrutinizing laboratory data
10.0 Describe quality assurance (qa) in the clinical laboratory
11.0 Maintain aseptic technique to aid in the control of infection within the health care environment
12.0 Procure specimens for laboratory analysis
13.0 Obtain blood specimens for laboratory analysis
14.0 Obtain urine and stool and other specimens for laboratory analysis
15.0 Process specimens for clinical laboratory analysis
16.0 Perform urinalysis tests ordered by physician
17.0 Perform microbiological tests ordered by physician
18.0 Perform hematology testing in a clinical laboratory
19.0 Describe other tests in a clinical laboratory

20.0 Perform clinical chemistry testing
21.0 Record and report laboratory test data
22.0 Maintain inventory control of laboratory supplies
23.0 Conduct a job search
24.0 Secure a job
25.0 Succeed on the job

Physical Therapy Aid competencies include:

1.0 Describe the health care system including multi-disciplinary team approach
2.0 Identify critical factors related to patient/health care providers' interaction in the health care environment
3.0 Demonstrate ethical and legal practices
4.0 Demonstrate general safety procedures
5.0 Demonstrate knowledge of infection control
6.0 Read and interpret medical terminology associated with physical therapy
7.0 Describe basic human anatomy and physiology
8.0 Assist physical therapist or physical therapist assistant with application of physical modalities
9.0 Assist physical therapist or physical therapist assistant with application of therapeutic exercises
10.0 Assist physical therapist or physical therapy assistant with application of gait training
11.0 Demonstrate use of specialized equipment for the physically disabled
12.0 Conduct a job search
13.0 Secure a job
14.0 Succeed on the job

APPAREL DESIGN AND MERCHANDISING

PROGRAM CODE:	20.0300
DESCRIPTION:	Level III

The Apparel Design and Merchandising program is designed to prepare students for employment in various apparel design and production careers and sales, customer service, and/or first–line supervisory positions in apparel wholesale and retail establishments. A student completing this program will possess the technical knowledge and skills associated with apparel design and production, and apparel selection, purchase, sales, and promotion. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Apparel Design and Merchandising competencies include:

1.0 Analyze the apparel design and merchandising industry
2.0 Examine business opportunities in apparel design and merchandising
3.0 Demonstrate store operation procedures
4.0 Demonstrate design techniques
5.0 Demonstrate garment construction techniques
6.0 Conduct a job search
7.0 Secure a job
8.0 Succeed on the job

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BUILDING MAINTENANCE

PROGRAM CODE: 46.0400

DESCRIPTION: Level III

The Building Maintenance program prepares individuals to maintain the physical plant and operating systems of commercial and residential buildings. It includes instruction in safety, construction, installation, and repair skills related to carpentry, air conditioning, heating, plumbing, electrical, masonry, custodial equipment, and other mechanical systems. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Building Maintenance competencies include:

1.0 Demonstrate safe work habits
2.0 Perform carpentry duties
3.0 Perform electrical duties
4.0 Perform HVAC/R multi disciplinary maintenance duties
5.0 Perform masonry duties
6.0 Perform plumbing duties
7.0 Perform general building maintenance duties
8.0 Conduct a job search
9.0 Secure a job
10.0 Succeed on the job

BUILDING TRADES

PROGRAM CODE: 46.9900

DESCRIPTION: Level III

This program provides practical experience and related technical information for occupations specializing in residential building trades. Construction processes in carpentry, electrical wiring, plumbing and masonry are the main occupational areas taught. Instruction includes identification and usage of materials, blueprint reading, and the use of hand and power tools. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Building Trades competencies include:

1.0 Demonstrate safe work habits
2.0 Operate hand and power tools/equipment
3.0 Use plans, specifications and codes
4.0 Lay out building lines
5.0 Perform concrete/masonry work
6.0 Frame floors/walls/roof
7.0 Identify thermal, sound and moisture protection
8.0 Apply exterior finishes
9.0 Install doors and windows
10.0 Install interior drywall/paneling
11.0 Install interior trim, case goods and hardware
12.0 Assemble plumbing system and water distribution system
13.0 Describe HVAC systems
14.0 Install electrical components/system(s)
15.0 Apply interior/exterior finishes
16.0 Perform records and management duties
17.0 Conduct a job search
18.0 Secure a job
19.0 Succeed on the job

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BUSINESS INFORMATION TECHNOLOGY SERVICES

PROGRAM CODE: 52.1200

DESCRIPTION: Level III

This program prepares individuals for careers involved with the design, development, support and management of hardware, software, multimedia and systems integration services in business environments. The program includes instruction in accounting information systems, management control systems, data storage and retrieval, business systems networking, computer equipment and operation and management information systems planning. The program will provide opportunities to attain specified Arizona Academic Standards.

Business Information Technology Services competencies include:

1.0 Develop an individual career plan
2.0 Prepare for employment
3.0 Participate in work-based learning experiences
4.0 Demonstrate oral communication skills
5.0 Demonstrate written communication skills
6.0 Evaluate the role of small business in the economy
7.0 Demonstrate business and financial management practices needed for entrepreneurs
8.0 Evaluate leadership styles appropriate for the workplace
9.0 Participate in leadership activities such as those supported by career and technical student organizations
10.0 Demonstrate work ethic
11.0 Evaluate the role of ethics in an electronic communications environment
12.0 Demonstrate workplace safety in an electronic/electrical environment
13.0 Describe the functions of basic information handling systems and their components
14.0 Use computerized information in a business setting
15.0 Describe the development/evolution of the computer
16.0 Demonstrate the comprehension of basic computer mathematics
17.0 Communicate with technology users
18.0 Install application software

BUSINESS INFORMATION TECHNOLOGY SERVICES, CONTINUED

OPTION A—COMPUTER MAINTENANCE

19.0 Use electronic/electrical tools and testing/measuring instruments
20.0 Install computers and peripherals
21.0 Protect computers/hardware system
22.0 Repair/maintain computers and peripherals

OPTION B—NETWORK TECHNOLOGY

23.0 Use electronic/electrical tools and testing/measuring instruments
24.0 Demonstrate knowledge of network architecture and technologies
25.0 Install basic networks
26.0 Manage network operations
27.0 Perform maintenance on network

OPTION C—SOFTWARE DEVELOPMENT

28.0 Determine software specifications and perform top level design
29.0 Design programs
30.0 Code and test programs
31.0 Verify program/system operation

OPTION D—INFORMATION SUPPORT AND SERVICES

32.0 Perform data entry operations
33.0 Complete job run on system
34.0 Initiate customer dialogue
35.0 Follow diagnostic procedures
36.0 Perform technical support to correct problems
37.0 Complete follow up procedures

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BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVCES

PROGRAM CODE: 52.0200

DESCRIPTION: Level III

This program prepares individuals for employment to perform administrative, managerial, applied research and technical support services essential to the operation of a business enterprise. The program will provide opportunities to attain specified Arizona Academic Standards.

Business Management and Administrative Services competencies include:

1.0 Develop an individual career plan
2.0 Prepare for employment
3.0 Participate in work-based learning experiences
4.0 Demonstrate oral communication skills
5.0 Demonstrate written communication skills
6.0 Evaluate the role of small business in the economy
7.0 Demonstrate business and financial management practices needed for entrepreneurs
8.0 Evaluate leadership styles appropriate for the workplace
9.0 Participate in leadership activities such as those supported by career and technical student organizations
10.0 Explain business functions within an organization
11.0 Explain business ethics
12.0 Discuss principles of economic systems
13.0 Discuss legal concepts that apply to business
14.0 Demonstrate marketing concepts
15.0 Determine personal responsibility and accountability activities consistent with established organizational goals
16.0 Demonstrate general management practices
17.0 Perform administrative and communication functions
18.0 Demonstrate human resource management functions
19.0 Perform general office management functions
20.0 Use accounting information to make business decisions
21.0 Perform financial analyses to make business decisions
22.0 Use computerized information systems and technology

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CABINETMAKING

PROGRAM CODE: 48.0700

DESCRIPTION: Level III

The Cabinetmaking program prepares individuals to work in the field of millwork and cabinetmaking, and to produce such articles as frames, molding, panels, and residential/commercial cabinetry. Instruction includes job planning, drafting, material layout, cutting, shaping, assembling, finishing of wood pieces, and installing hardware. It also contains information related to print reading, production, installation, and computer applications. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Cabinetmaking competencies include:

1.0 Demonstrate safe work habits
2.0 Operate power and hand equipment
3.0 Estimate materials
4.0 Detailing and billing
5.0 Produce cabinets
6.0 Installation of cabinets
7.0 Conduct a job search
8.0 Secure a job
9.0 Succeed on the job

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CARPENTRY

PROGRAM CODE: 46.0200

DESCRIPTION: Level III

This program provides practical experience and related technical information for occupations specializing in carpentry. Construction processes, materials identification, blueprint reading, use of hand and power tools, and safe work habits are key elements. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Carpentry competencies include:

1.0 Maintain a safe work environment
2.0 Use blueprints
3.0 Use layout tools
4.0 Lay out building lines
5.0 Form concrete
6.0 Frame floors
7.0 Frame walls
8.0 Frame roofs
9.0 Apply exterior finishes
10.0 Install roofing components
11.0 Install thermal, sound and moisture protection
12.0 Install doors, windows and trim
13.0 Conduct a job search
14.0 Secure a job
15.0 Succeed on the job

COSMETOLOGY

PROGRAM CODE: 12.0400

DESCRIPTION: Level III

The Cosmetology program is designed to prepare students for employment in various cosmetology and beauty establishments. A student completing this program will possess the technical knowledge and skills associated with cosmetology, nail technology, hair styling, make-up, aesthetics, and wig styling. Students completing this program will also gain knowledge of business/salon management. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Cosmetology competencies include:

1.0 Investigate cosmetology careers and opportunities for advancement
2.0 Demonstrate safety precautions and basic first-aid procedures
3.0 Demonstrate disinfection procedures
4.0 Classify chemicals used in a salon
5.0 Demonstrate scalp and hair treatment
6.0 Demonstrate haircutting techniques
7.0 Demonstrate styling techniques
8.0 Demonstrate chemical reformation (permanent waving) techniques
9.0 Demonstrate hair-relaxing techniques
10.0 Demonstrate curl reformation (overcurly hair)
11.0 Demonstrate hair color techniques
12.0 Demonstrate hair lightening (bleaching) and toning techniques
13.0 Demonstrate nail technology
14.0 Demonstrate facial treatments
15.0 Demonstrate professionalism
16.0 Demonstrate management skills
17.0 Conduct a job search
18.0 Secure a job
19.0 Succeed on the job

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DENTAL SERVICES

PROGRAM CODE: 51.0600

DESCRIPTION: Level III

The Dental Services program is designed to prepare students for employment in the dental health profession. Entering students need to have interpersonal skills, good eye-hand coordination, and the ability to organize and sequence. Students successfully completing this program will possess technical knowledge and skills gained through the classroom, the skills laboratory, and the dental setting. In addition to the required technical skills, students will possess advanced employability competencies including thinking skills, applied academics, and life management skills.

Dental Services competencies include:

1.0 Function as a part of the dental health team
2.0 Describe OSHA's guidelines
3.0 Demonstrate the principles of infection control
4.0 Demonstrate basic emergency procedures
5.0 Identify dental terminology
6.0 Describe the components of the treatment room and equipment
7.0 Demonstrate human relations skills
8.0 Demonstrate operation procedures
9.0 Prepare dental instruments for operative procedures
10.0 Perform chair side assisting procedures
11.0 Prepare dental waxes, cements and restorative materials
12.0 Prepare oral impressions
13.0 Demonstrate proper radiology techniques
14.0 Operate and maintain laboratory equipment using OSHA standards
15.0 Identify morphology, histology, and embryology of the human dentition
16.0 Describe the function of the soft tissue and oral structure
17.0 Describe dental anatomy
18.0 Chart existing oral conditions
19.0 Describe preventative dentistry
18.0 Educate patients about home dental care techniques
19.0 Identify oral pathological conditions
20.0 Process clinical records
21.0 Maintain supplies for the dental office
22.0 Describe other areas of dentistry

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DENTAL SERVICES, CONTINUED

23.0 Conduct a job search
24.0 Secure a job
25.0 Succeed on the job

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DRAFTING TECHNOLOGY

PROGRAM CODE: 48.0100

DESCRIPTION: Level III

The Drafting Technology program is designed to offer students the necessary technical knowledge and skills to plan and prepare scale interpretations of engineering, design and architectural projects. The program includes instruction in the use of precision drawing instruments, computer-assisted design and drafting (CADD), sketching and illustration, and interpreting specifications. In addition to technical skills, the student completing this program will possess critical thinking, employability, applied academic, life management, business, economic, and leadership skills required for drafting occupations.

Drafting Technology competencies include:

1.0 Use board drafting equipment, instruments and media
2.0 Demonstrate sketching, lettering, and line skills
3.0 Demonstrate dimensioning and tolerancing skills
4.0 Construct orthographic projections
5.0 Construct pictorial drawings
6.0 Demonstrate geometric constructions
7.0 Explore descriptive geometry
8.0 Apply board drafting skills to computer aided design/drafting (CADD)
9.0 Investigate materials, processes and products
10.0 Apply problem-solving skills to produce a complete set of drawings
11.0 Demonstrate safety knowledge and safe work habits
12.0 Conduct a job search
13.0 Secure a job
14.0 Succeed on the job

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EARLY CHILDHOOD PROFESSIONS

PROGRAM CODE: 20.0200

DESCRIPTION: Level III

The Early Childhood Professions program is designed to prepare students for employment in early childhood educational, residential, and institutional settings. The program includes instruction in child growth and development; child health, nutrition, and safety; planning and supervision of developmentally appropriate play and learning activities; child guidance; relationships with family members; applicable legal and administrative requirements; and preparation for the development and management of effective early childhood programs and facilities.

Early Childhood Professions competencies include:

1.0 Demonstrate knowledge of physical growth and development
2.0 Demonstrate knowledge of cognitive development
3.0 Demonstrate knowledge of language development
4.0 Demonstrate knowledge of social and emotional development
5.0 Demonstrate effective teaching techniques
6.0 Promote social competence
7.0 Observe behavior and development of children
8.0 Examine legal and ethical policies and procedures
9.0 Demonstrate safety procedures
10.0 Demonstrate cleaning/sanitation skills
11.0 Assess physical well-being of children
12.0 Demonstrate personal care of children
13.0 Facilitate communication with families
14.0 Demonstrate knowledge of child nutrition
15.0 Analyze early childhood professions
16.0 Conduct a job search
17.0 Secure a job
18.0 Succeed on the job

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ELECTRONICS TECHNOLOGY

PROGRAM CODE: 47.0100

DESCRIPTION: Level III

This Electronics Technology program is designed to prepare students with key technical knowledge and skills necessary to manufacture, repair, service, maintain and install electronics equipment. Level III completers will be able to: practice workplace safety, demonstrate problem solving, use electronic tools and equipment, apply electronics fundamentals, construct and repair circuits, analyze semiconductor and logic devices, demonstrate computer use and describe industrial electronics. Students completing the Level IV Postsecondary component of the coherent sequence will be qualified as entry-level workers in computer repair and maintenance establishments, communications industries, retail/wholesale electronics appliance establishments, and electronics manufacturers. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Electronics Technology competencies include:

1.0 Practice workplace safety principles for electronic technology
2.0 Use electronic tools and testing/measuring instruments
3.0 Apply fundamentals of direct current (dc)
4.0 Apply fundamentals of alternating current (ac)
5.0 Solve active circuits
6.0 Solve logic devices
7.0 Analyze semiconductor devices
8.0 Conduct a job search
9.0 Secure a job
10.0 Succeed on the job

FINANCIAL SERVICES

PROGRAM CODE: 52.0800

DESCRIPTION: Level III

The Financial Services program is designed to prepare students for careers in financial, investment and related services. With advanced training and/or postsecondary education, students may be able to obtain management positions in these areas. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Financial Services competencies include:

1.0 Analyze functions of financial institutions
2.0 Explain the roles of regulatory agencies
3.0 Differentiate among products and services offered by financial institutions
4.0 Examine and maintain financial documents
5.0 Analyze types of asset risk management
6.0 Demonstrate interpersonal skills
7.0 Describe security measures in financial institutions
8.0 Explore careers in financial services institutions
9.0 Develop a financial plan
10.0 Conduct a job search
11.0 Secure a job
12.0 Succeed on the job

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FIRE SCIENCE

PROGRAM CODE: 43.0200

DESCRIPTION: Level III

The Fire Science program is designed to prepare students for employment in fire prevention and firefighting careers, as well as providing orientation towards emergency medical technician, paramedic, hazardous materials, and rescue techniques. A student completing this program will possess the basic technical knowledge and skills associated with the use and maintenance of tools and equipment in firefighting and procedures in emergency medical/first aid. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Fire Science competencies include:

1.0 Analyze the role and organization of the firefighting industry
2.0 Analyze employment in the firefighting industry
3.0 Demonstrate technology used by firefighters
4.0 Demonstrate safety procedures and protective equipment
5.0 Explain fire behavior
6.0 Demonstrate use of firefighting tools and equipment
7.0 Describe fire control methods
8.0 Demonstrate rescue/extrication, and forcible entry procedures
9.0 Demonstrate fire prevention methods and public education
10.0 Describe fire service response to hazardous materials emergency
11.0 Analyze fire service response to medical emergencies
12.0 Investigate emergency vehicles and their operation
13.0 Demonstrate firefighting hydraulics
14.0 Demonstrate technical rescue techniques
15.0 Demonstrate wild land firefighting techniques
16.0 Demonstrate physical fitness
17.0 Conduct a job search
18.0 Secure a job
19.0 Succeed on the job

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FOOD PRODUCTION/CULINARY ARTS

PROGRAM CODE: 12.0500

DESCRIPTION: Level III

The Food Production/Culinary Arts program is designed to prepare students to apply technical knowledge and skills required for food production and service occupations in institutional and commercial food establishments. Skills developed in this program include food identification, food selection, food storage, safety and sanitation, personal hygiene, and use of commercial food equipment. Nutrition, special diets, and management of food establishments will also be addressed.

In addition to technical skills, the student completing Levels I, II, and III will explore career opportunities in the field and develop critical thinking, employability, applied academic and life management skills. These include business, economic and leadership skills. Students will develop communication, human relations and employability skills needed to be successful in acquiring and holding a job.

Food Production/Culinary Arts competencies include:

1.0 Apply sanitation, safety, and first aid procedures
2.0 Use large commercial grade equipment
3.0 Use small commercial wares and equipment
4.0 Prepare bakery and pastry products
5.0 Prepare hot and cold foods
6.0 Demonstrate marketing and merchandising of food products
7.0 Perform front of house duties
8.0 Manage food production inventory
9.0 Analyze careers in food production/culinary arts
10.0 Conduct a job search
11.0 Secure a job
12.0 Succeed on the job

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GRAPHIC COMMUNICATION

PROGRAM CODE: 48.0200

DESCRIPTION: Level III

This instructional program prepares individuals to apply technical knowledge and skills to plan, prepare, and execute visual images and produce printed products. Students will use mechanical, electronic, and digital graphic and printing equipment. This curriculum is based, in part, on the Printing Industries of America's PrintED industry standards and the National Council for Skill Standards in Graphic Communications. In addition to technical knowledge skills, the student completing Levels I, II, and III will develop skills in critical thinking, employability, applied academics, and life management.

Graphic Communication competencies include:

1.0 Maintain a safe work environment
2.0 Use electronic imaging systems
3.0 Layout and print a page
4.0 Scan line copy and artwork
5.0 Create and modify graphic images
6.0 Modify and produce a photographic reproduction using a graphic arts camera
7.0 Assemble film, prepare proofs and process offset plates
8.0 Set up and operate offset press
9.0 Set up and operate binding equipment
10.0 Perform production planning duties
11.0 Identify legal issues and industry trade customs
12.0 Conduct a job search
13.0 Secure a job
14.0 Succeed on the job

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HEATING, VENTILATION, AND AIR CONDITIONING/REFRIGERATION

PROGRAM CODE: 47.0200

DESCRIPTION: Level III

The Heating, Ventilation, and Air Conditioning/Refrigeration (HVAC/R) program prepares individuals to install, repair, and maintain heating, ventilating, and air conditioning/refrigeration systems using equipment necessary on the actual job and/or industry trainers. Information on the scientific principles of heat transfer, electrical, ventilation, hydronics, and control systems is basic to the course. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Heating, Ventilation and Air Conditioning/Refrigeration competencies include:

1.0 Demonstrate safe work habits
2.0 Explain the fundamentals of basic electricity
3.0 Interpret and apply codes for complying with regulations
4.0 Read and interpret charts, drawings and schematics needed for completing assigned job
5.0 Install duct work to meet job specifications requirements
6.0 Install equipment to meet code requirements
7.0 Install, start, troubleshot and service control systems and equipment
8.0 Troubleshoot and service control systems and equipment
9.0 Conduct a job search
10.0 Secure a job
11.0 Succeed on the job

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HEAVY EQUIPMENT OPERATION

PROGRAM CODE: 49.0200

DESCRIPTION: Level III

This instructional program prepares individuals to operate and maintain a variety of construction equipment such as: crawler dozers, paving machines, trenchers, motor graders, scrapers, front end loaders, back hoes, compaction equipment, pumps and compressors. The program includes start up and operating instruction, maintenance of construction equipment and the safety relating to equipment operation. Instruction in excavating, ditching, sloping, grading, compacting, backfilling as well as information relating to current technology in construction equipment operating systems will be included. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Heavy Equipment Operation competencies include:

1.0 Demonstrate safe work habits
2.0 Demonstrate use of hand and power tools
3.0 Perform equipment inspections
4.0 Identify the operation and transmission of power
5.0 Perform maintenance duties
6.0 Operate heavy equipment
7.0 Conduct a job search
8.0 Secure a job
9.0 Succeed on the job

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HOSPITALITY SERVICES

PROGRAM CODE: 08.0900

DESCRIPTION: Level III

The Hospitality Services program is designed to prepare students for employment in positions that provide customer-focused services in such facilities as hotels, meeting centers, hospitals, education facilities, shopping malls, recreation parks, and office buildings. A student completing this program will possess the knowledge and skills associated with reservations and front desk operations, meeting and banquet room support services, food and beverage support services, housekeeping, laundry operations, supervisory functions, and environmental functions. In addition to these skills, students will possess advanced employability skills including critical and conceptual thinking, communications, applied academics, life management, and technology.

Hospitality Services competencies include:

1.0 Analyze customer services within the hospitality industry
2.0 Analyze entrepreneurial opportunity in the hospitality industry
3.0 Establish quality customer services
4.0 Demonstrate customer services functions
5.0 Demonstrate supervisory functions
6.0 Demonstrate environmental functions
7.0 Conduct a job search
8.0 Secure a job
9.0 Succeed on the job

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LAW ENFORCEMENT

PROGRAM CODE:	43.0100
DESCRIPTION:	Level III

The Law Enforcement program is designed to prepare students for employment in law enforcement, public and private security, and correctional occupations. A student completing this program will develop the technical knowledge and skills associated with policing, civil/criminal investigations, and corrections professions. In addition to the required technical skills, students will develop advanced employability skills, applied academic skills, life management skills, and technology skills.

Law Enforcement competencies include:

1.0 Analyze the evolution of law enforcement
2.0 Analyze legal aspects of law enforcement
3.0 Demonstrate communication skills
4.0 Demonstrate human relations skills
5.0 Describe safety precautions and first-aid procedures
6.0 Demonstrate patrol procedures
7.0 Demonstrate traffic control and enforcement
8.0 Demonstrate investigative procedures
9.0 Investigate police proficiency skills
10.0 Examine specialized units
11.0 Analyze corrections industry
12.0 Analyze private security
13.0 Conduct a job search
14.0 Secure a job
15.0 Succeed on the job

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MASONRY

PROGRAM CODE: 46.0100

DESCRIPTION: Level III

The Masonry program prepares individuals to lay building materials such as: brick, concrete block, pavers, to construct or repair walls, and other structures. Students will use trowels, levels, hammers, chisels, masonry saws, mixers, and other necessary hand or power tools of the trade. Fundamentals of masonry include the information and basic skills necessary to build from blueprints: residential, commercial, and industrial structures. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Masonry competencies include:

1.0 Demonstrate safe work habits
2.0 Use hand and power masonry tools
3.0 Use blueprints/drawings
4.0 Mix mortar and concrete
5.0 Use scaffolding
6.0 Demonstrate concrete work related to footings
7.0 Lay brick/block to specifications
8.0 Conduct a job search
9.0 Secure a job
10.0 Succeed on the job

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MEDIA COMMUNICATION

PROGRAM CODE: 10.0100

DESCRIPTION: Level III

The Media Communication program of study is designed to prepare students for entry-level employment in various communications industries such as radio and television broadcasting, film and video production, the internet and interactive media. Completers will experience the design, development, production, promotion and distribution of media products within these industries. In addition to the required technical skills, students will possess employability skills, critical and conceptual thinking, applied academics, life management and technology management skills.

Media Communication competencies include:

1.0 Demonstrate media literacy
2.0 Demonstrate technical skills for media
3.0 Demonstrate pre-production skills for media
4.0 Demonstrate media production
5.0 Demonstrate editing and post production skills
6.0 Investigate the role of promotion and advertising in media
7.0 Conduct a job search
8.0 Secure a job
9.0 Succeed on the job

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NURSING SERVICES

PROGRAM CODE: 51.1600

DESCRIPTION: Level III

The Nursing Services program is designed to prepare students for a variety of health care settings. Students who complete this program will have the technical knowledge and skills to become certified as a Nursing Assistant, the competencies to be accepted in a postsecondary health care program, and the skills to seek employment in new and emerging occupations. In addition to the required technical skills, students will have advanced employability skills including thinking skills, applied academics, and life management skills.

Nursing Services competencies include:

1.0 Function as a member of the health team in the health care industry
2.0 Demonstrate communication skills
3.0 Practice ethical and legal behavior
4.0 Analyze human body systems relative to common conditions and disorders and their care
5.0 Maintain a safe, clean, comfortable environment for the client
6.0 Demonstrate general principles of cleanliness (asepsis)
7.0 Assist the client in meeting nutritional needs
8.0 Provide basic emergency care
9.0 Demonstrate personal care and related procedures
10.0 Monitor vital signs
11.0 Facilitate activities related to elimination
12.0 Apply principles of body mechanics to positioning, transporting, transferring, and ambulating the client
13.0 Assist client with restorative activities
14.0 Perform or assist with diagnostic testing and examinations
15.0 Care for client receiving heat and cold treatments
16.0 Care for client with behavior that compromises safety of self and/or others
17.0 Care for the perioperative client
18.0 Care for client with binders, bandages, dressings, and anti-embolic devices
19.0 Assist with admission, transfer, and discharge of client
20.0 Examine health-related issues of special populations
21.0 Care for the dying client and his/her family
22.0 Conduct a job search
23.0 Secure a job
24.0 Succeed on the job

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PLUMBING

PROGRAM CODE: 46.0500

DESCRIPTION: Level III

The Plumbing program prepares individuals to assemble, install, and repair: pipes, fittings, and fixtures of heating, water, and drainage systems, according to specification and plumbing codes. Fundamentals of plumbing include the information and basic skills necessary to build from blueprints: residential, commercial, and industrial structures. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Plumbing competencies include:

1.0 Demonstrate safe work habits
2.0 Operate power and hand equipment
3.0 Interpret drawings and specifications
4.0 Perform records filing and management duties
5.0 Demonstrate cutting, threading, and assembling pipe
6.0 Install soil, waste and vent systems within local code requirements
7.0 Install a water distribution system
8.0 Install plumbing fixtures and equipment
9.0 Maintain plumbing installations
10.0 Conduct a job search
11.0 Secure a job
12.0 Succeed on the job

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PRECISION METAL WORKERS

PROGRAM CODE: 48.0500

DESCRIPTION: Level III

CIP 48.0500 in Development. Use competencies identified for Machining Technology, Welding and Sheet Metal listed below, until new program for Precision Metal Workers is developed.

Machining Technology competencies include:

1.0 Maintain a safe work environment
2.0 Perform measurement functions
3.0 Perform blueprint reading and layout
4.0 Demonstrate quality processes and procedures
5.0 Perform benchwork
6.0 Operate a drill press
7.0 Operate power saws
8.0 Operate lathes
9.0 Operate milling machines
10.0 Operate grinders
11.0 Conduct a job search
12.0 Secure a job
13.0 Succeed on the job

Welding Technology competencies include:

1.0 Maintain a safe work environment
2.0 Lay out and fit up project from blueprints
3.0 Set up and use cutting equipment
4.0 Set up and use shielded metal arc welding (MAW) equipment
5.0 Set up and use gas metal arc welding (MAW) equipment
6.0 Set up and use oxyfuel equipment
7.0 Set up and use gas tungsten arc welding (GTAW) equipment
8.0 Set up and use flux cored arc welding (FCAW) equipment
9.0 Use auxiliary equipment and tools
10.0 Perform weldment testing
11.0 Conduct a job search
12.0 Secure a job
13.0 Succeed on the job

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PRECISION METAL WORKERS, CONTINUED

Sheet Metal competencies include:

1.0 Design sheet metal parts or assemblies according to instructions, drawings and handbook references
2.0 Cut patterns with hand tools to form sheet metal assemblies and subassemblies
3.0 Cut patterns with machinery for sheet metal fabrication
4.0 Use hand tools to form sheet metal patterns
5.0 Use machine tools to form sheet metal patterns
6.0 Use a variety of fasteners and adhesives to assemble sheet metal sections
7.0 Use hot metal techniques to assemble sheet metal patterns
8.0 Use fiberglass and plastic patterns to form an assembly
9.0 Conduct a job search
10.0 Secure a job
11.0 Succeed on the job

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RESIDENTIAL ELECTRICIAN

PROGRAM CODE: 46.0300

DESCRIPTION: Level III

The Residential Electrician program prepares individuals to install, operate, maintain, trouble shoot and repair residential electrical systems. Fundamentals of the electrical trade include the information and basic skills for identification and usage of materials, blueprint reading, and the use of hand and power tools associated with residential wiring. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Residential Electrician competencies include:

1.0 Demonstrate safe work habits
2.0 Identify tools and equipment needed to complete work in the electrical trades.
3.0 Select and identify material to meet local code
4.0 Read blueprint and schematics to determine location of work to be done
5.0 Compute service loads to meet local code
6.0 Rough in feeders, branch circuit cables, and circuits to meet local code
7.0 Install lighting circuit fixtures to meet local code
8.0 Install environmental control components to meet local code
9.0 Install and maintain service entrance to meet local code
10.0 Install lighting fixtures to meet local code
11.0 Trim out electrical devices and appliances to meet local code
12.0 Plan and organize work to schedule manpower and materials
13.0 Install and maintain basic electrical circuits to meet local code
14.0 Install switch boxes and outlet boxes to meet local code
15.0 Maintain existing wiring to maintain longevity and safety of residence
16.0 Conduct a job search
17.0 Secure a job
18.0 Succeed on the job

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SALES AND MARKETING

PROGRAM CODE: 08.0700

DESCRIPTION: Level III

The Sales and Marketing program is designed to prepare students for employment in various sales, customer service, and/or first-line supervisory positions in wholesale, retail, and service establishments. A student completing this program will possess the technical knowledge and skills associated with sales, marketing, and related activities for broad categories of products and services. In addition to the required technical skills, students will possess advanced employability, critical thinking, applied academics, life management, business, economic, and leadership skills required for employees in sales and marketing occupations. Students will need good grooming and attendance/punctuality skills to be successful in acquiring and maintaining a job.

Sales and Marketing competencies include:

1.0 Compare economic systems
2.0 Describe the effects of economics on marketing decisions
3.0 Describe economic growth and change
4.0 Describe international marketing activities
5.0 Examine the role of marketing in making business decisions
6.0 Demonstrate pre-selling skills
7.0 Apply retail selling techniques
8.0 Examine commercial selling techniques
9.0 Examine consumer credit
10.0 Perform promotional activities
11.0 Describe factors influencing distribution decisions
12.0 Minimize shortages and losses due to errors, waste, and theft
13.0 Describe factors influencing buying and pricing decisions
14.0 Describe product planning decisions
15.0 Describe characteristics of small business
16.0 Examine financial considerations for a business
17.0 Use technology to support marketing tasks
18.0 Describe legal and ethical issues in marketing
19.0 Conduct a job search
20.0 Secure a job
21.0 Succeed on the job

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UPHOLSTERING

PROGRAM CODE: 48.0300

DESCRIPTION: Level III

The Upholstering program prepares individuals to work in all fields of upholstery including: automobiles, aircraft interiors, recreational vehicles (mobile homes, boats, and motorcycles), and furniture. Students will learn about non-apparel needle trade production such as awnings, athletic equipment, and special safety restraints. In addition to the required technical skills, students will possess advanced employability skills including critical and conceptual thinking skills, applied academics, life management, and technology.

Upholstering competencies include:

1.0 Demonstrate safe work habits
2.0 Describe careers in upholstery field
3.0 Demonstrate use of hand tools, power tools, and equipment
4.0 Demonstrate sewing techniques
5.0 Demonstrate use of power sewing machine
6.0 Describe fabric and materials and their uses
7.0 Identify fabric and materials for job
8.0 Demonstrate the use of patterns
9.0 Layout fabric/materials for job
10.0 Tear down components
11.0 Inspect and repair frames
12.0 Repair and rebuild foundations
13.0 Install upholstery covering
14.0 Conduct a job search
15.0 Secure a job
16.0 Succeed on the job

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VEHICLE AND MOBILE EQUIPMENT TECHNICIANS

PROGRAM CODE: 47.0600

DESCRIPTION: Level III

CIP 48.0600 in Development. Use competencies identified for Aircraft Mechanics, Air Cooled Engine Repair, Automotive Collision Repair Technology, Automotive Technology and Heavy Duty Truck Maintenance listed below, until new program is developed.

Aircraft Mechanics competencies include:

1.0 Demonstrate safe work habits
2.0 Apply principles of basic electricity
3.0 Use aircraft drawings
4.0 Perform weight and balance
5.0 Fabricate fluid lines and fittings
6.0 Use materials and processes
7.0 Perform ground operation and servicing
8.0 Perform cleaning and corrosion control
9.0 Document maintenance forms and records
10.0 Apply basic aerodynamics
11.0 Research maintenance publications
12.0 Identify mechanic privileges and limitations
13.0 Identify wood structures
14.0 Identify aircraft covering
15.0 Apply aircraft finishes
16.0 Repair sheet metal and nonmetallic structures
17.0 Perform welding
18.0 Perform assembly and rigging
19.0 Perform airframe inspection
20.0 Repair aircraft landing gear systems
21.0 Repair hydraulic and pneumatic power systems
22.0 Service cabin atmosphere control systems
23.0 Repair aircraft instrument systems
24.0 Repair communication and navigation systems
25.0 Repair aircraft fuel systems
26.0 Repair aircraft electrical systems
27.0 Repair position and warning systems

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28.0 Repair ice and rain control systems
29.0 Repair fire protection systems
30.0 Repair reciprocating engines
31.0 Repair turbine engines
32.0 Perform engine inspection
33.0 Repair engine instrument systems
34.0 Repair engine protection systems
35.0 Repair engine electrical systems
36.0 Repair lubrication systems
37.0 Repair ignition and starting systems
38.0 Repair fuel metering systems
39.0 Repair engine fuel systems
40.0 Repair induction and engine airflow systems
41.0 Repair engine cooling systems
42.0 Repair engine exhaust and reverser systems
43.0 Conduct a job search
44.0 Apply for a job
45.0 Secure a job
46.0 Succeed on the job

Air Cooled Engine Repair competencies include:

1.0 Demonstrate safe work habits
2.0 Demonstrate the use of hand and power tools
3.0 Service, maintain, and repair cooling and lubricating systems
4.0 Disassemble, inspect, and reassemble an air cooled gasoline engine
5.0 Service, maintain, and repair ignition system for proper operation
6.0 Perform alternator service
7.0 Perform wheel and tire service
8.0 Prepare and clean components for inspection and service
9.0 Remove and replace components
10.0 Service, maintain, and repair carburetors and governors
11.0 Perform sharpening and set up of blades
12.0 Demonstrate use of manufacturers microfiche, specification manuals
13.0 Inspect, service, replace brakes, brake components
14.0 Inspect, service, repair, replace transmission/transaxle

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VEHICLE AND MOBILE EQUIPMENT TECHNICIANS, CONTINUED

15.0 Inspect, service, repair, replace exhaust/emission equipment
16.0 Analyze, troubleshoot non/poor running equipment
17.0 Conduct a job search
18.0 Secure a job
19.0 Succeed on the job

Automotive Collision Repair Technology competencies include:

1.0 Maintain a safe and healthy work environment
2.0 Prepare damage report
3.0 Demonstrate welding and cutting procedures
4.0 Demonstrate electrical and electronic repairs
5.0 Demonstrate mechanical repairs
6.0 Demonstrate structural repairs
7.0 Restore corrosion protection
8.0 Demonstrate panel alignment and replacement
9.0 Demonstrate metal finishing
10.0 Apply plastic body fillers
11.0 Demonstrate plastic/fiberglass repairs
12.0 Demonstrate the preparation of surfaces
13.0 Demonstrate coloring and finishing techniques
14.0 Conduct a job search
15.0 Secure a job
16.0 Succeed on the job

Automotive Technology competencies include:

1.0 Maintain safe work environment
2.0 Process work orders for service and/or repair
3.0 Perform repairs to the brake system
4.0 Perform repairs to electrical/electronic systems
5.0 Perform engine performance repairs
6.0 Perform repairs to steering and suspension systems
7.0 Conduct a job search
8.0 Secure a job
9.0 Succeed on the job
10.0

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VISUAL COMMUNICATIONS

PROGRAM CODE:	50.0400
DESCRIPTION:	Level III

CIP 50.0400 in Development. Use competencies identified for either Commercial Art or Photo Imaging listed below, until a new program for Visual Communications is developed.

Commercial Art competencies include:

1.0 Demonstrate basic lab skills
2.0 Demonstrate design skills
3.0 Demonstrate illustration skills
4.0 Demonstrate electronic imaging skills
5.0 Demonstrate art production skills
6.0 Demonstrate entrepreneurial skills for commercial artists
7.0 Conduct a job search
8.0 Secure a job
9.0 Succeed on the job

Photo Imaging competencies include:

1.0 Demonstrate communication and interpersonal skills for photo-imaging
2.0 Review imaging as an art form and communication tool
3.0 Demonstrate safety and maintenance skills
4.0 Operate camera equipment
5.0 Demonstrate light control skills
6.0 Demonstrate black/white photo-imaging skills
7.0 Demonstrate color photo-imaging skills
8.0 Demonstrate electronic imaging skills
9.0 Develop and maintain self-marketing tools
10.0 Demonstrate business skills for photo-imaging
11.0 Investigate the imaging profession
12.0 Conduct a job search
13.0 Secure a job
14.0 Succeed on the job

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ARIZONA DEPARTMENT OF EDUCATION
FY 2003 CTE Program List

2002 Rank	Program CTP	Comprehensive Program
1	52.0200	NEW Business Management and Administrative Services
2	52.0400	Administrative Information Services
3	43.0100	Law Enforcement
4	08.0700	Sales and Marketing
5	52.1200	NEW Business Information Technology Services
6	47.0100	Electronics Technology
7	12.0500	Food Production/Culinary Arts
8	52.0800	Financial Services
9	51.1600	Nursing Services
10	08.0900	Hospitality services
11	48.0100	Drafting Technology
12	46.0300	Residential Electrician
13	43.0200	Fire Science
14	48.0500	Precision Metal Workers
15	46.0500	Plumbing
16	47.0600	Vehicle & Mobile Equipment Technicians
17	03.0200	Renewable Natural Resources
18	47.0200	Heating, Ventilation, Air Conditioning
19	46.0400	Building Maintenance
20	20.0300	Apparel Design and Merchandising
21	51.0800	Allied Health Services
22	01.0600	Horticulture
23	46.9900	Building Trades
24	51.0600	Dental Services
25	52.0300	Accounting
26	10.0100	Media Communication
27	49.0200	Heavy Equipment Operation
28	46.0200	Carpentry
29	20.0200	Early Childhood Professions
30	46.0100	Masonry
31	48.0200	Graphic Communication
32	12.0400	Cosmetology
33	48.0700	Cabinetmaking
34	01.0300	Agriscience
35	48.0300	Upholstering
36	50.0400	Visual Communications

Comprehensive Program

Codes and Titles

52.0300	**Accounting**	
	90.0000.10	Technological Foundations
	99.0400.10	Business Management Technology
	52.0300.10	Accounting
	52.0300.20	Accounting Systems Technology
		-or-
	52.0300.80	Accounting-Cooperative Education
52.0400	**Administrative Information Services**	
	90.0000.10	Technological Foundations
	99.0400.10	Business Management Technology
	52.0400.10	Administrative Services
	52.0400.20	Administrative Support Systems
		-or-
	52.0400.80	Administrative Information Services-Cooperative Education
01.0300	**Agricultural Business Management-Agriscience**	
	90.0000.10	Technological Foundations
	99.0300.20	Applied Biological Systems-Agriculture
	01.0300.10	Agriscience
	01.0300.20	Agriscience II
		-or-
	01.0300.30	Agriscience Business Management
		-or-
	01.0300.60	Agricultural Mechanics
		-or-
	01.0300.80	Agriscience Cooperative Education
01.0600	**Agricultural Business Management-Horticulture**	
	90.0000.10	Technological Foundations
	99.0300.20	Applied Biological Systems-Agriculture
	01.0600.10	Agriscience-Horticulture
	01.0600.20	Agriscience II-Horticulture
		-or-
	01.0600.30	Horticulture Business Management
		-or-
	01.0600.60	Agricultural Mechanics
		-or-
	01.0600.80	Horticulture-Cooperative Education

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03.0200 Agricultural Business Management-Renewable Natural Resources

90.0000.10	Technological Foundations
99.0300.20	Applied Biological Systems-Agriculture
03.0200.10	Agriscience-Renewable Natural Resources
03.0200.20	Agriscience II-Renewable Natural Resources
	-or-
03.0200.30	Renewable Natural Resources Business Management
	-or-
03.0200.60	Agricultural Mechanics
	-or-
03.0200.80	Renewable Natural Resources-Cooperative Education

51.0800 Allied Health Services

90.0000.10	Technological Foundations
99.0300.30	Applied Biological Systems-Health
51.0800.10	Allied Health Services Fundamentals
51.0800.20	Allied Health Services Applications
	-or-
51.0800.80	Allied Health Services – Cooperative Education

20.0300 Apparel Design and Merchandising

90.0000.10	Technological Foundations
99.0500.10	Human Services Technology
20.0300.10	Apparel Design and Merchandising Fundamentals
20.0300.20	Apparel Design and Merchandising Applications
	-or-
20.0300.80	Apparel Design and Merchandising-Cooperative Education

46.0400 Building Maintenance

90.0000.10	Technological Foundations
99.0200.10	Industrial Technology
46.0400.10	Building Maintenance Fundamentals
46.0400.20	Building Maintenance Advanced Applications
	-or-
46.0400.80	Building Maintenance-Cooperative Education

46.9900 Building Trades

90.0000.10	Technological Foundations
99.0200.10	Industrial Technology
46.9900.10	Building Trades Fundamentals
46.9900.20	Building Trades Applications
	-or-
46.9900.80	Building Trades-Cooperative Education

52.1200 Business Information Technology Services

90.0000.10	Technological Foundations
99.0100.10	Information Technology
52.1200.10	Fundamentals of Business Information Technology Services
	-and-
52.1200.20	Computer Maintenance
	-or-
52.1200.30	Network Technology
	-or-
52.1200.40	Software Development
	-or-
52.1200.50	Information Support and Services
	-and program may elect to add-
52.1200.80	Business Information Technology Services–Cooperative Education

52.0200 Business Management and Administrative Services

90.0000.10	Technological Foundations
99.0400.10	Business Management Technology
52.0200.10	Business Office Management / Administration Fundamentals
	-and-
52.0200.20	Business Office Operations
	-or-
52.0200.30	Administrative Information Management
	-or-
52.0200.80	Business Management and Administrative Services-Cooperative Education

48.0700 Cabinetmaking

90.0000.10	Technological Foundations
99.0200.10	Industrial Technology
48.0700.10	Cabinetmaking Fundamentals
48.0700.20	Cabinetmaking Advanced Applications
	-or-
48.0700.80	Cabinetmaking-Cooperative Education

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46.0200	**Carpentry**	
	90.0000.10	Technological Foundations
	99.0200.10	Industrial Technology
	46.0200.10	Framing Carpentry
	46.0200.20	Finish Carpentry
		or-
	46.0200.80	Carpentry-Cooperative Education
12.0400	**Cosmetology**	
	90.0000.10	Technological Foundations
	99.0500.10	Human Services Technology
	12.0400.10	Cosmetology
	12.0400.20	Cosmetology Advanced Applications
		-or-
	12.0400.80	Cosmetology-Cooperative Education
51.0600	**Dental Services**	
	90.0000.10	Technological Foundations
	99.0300.30	Applied Biological Systems-Health
	51.0600.10	Dental Related Services
	51.0600.20	Dental Services Applications
		-or-
	51.0600.80	Dental Services-Cooperative Education
48.0100	**Drafting Technology**	
	90.0000.10	Technological Foundations
	99.0100.10	Information Technology
	48.0100.10	Drafting Technology Concepts
	48.0100.20	Drafting Technology Advanced Applications
		-or-
	48.0100.80	Drafting-Cooperative Education
20.0200	**Early Childhood Professions**	
	90.0000.10	Technological Foundations
	99.0500.10	Human Services Technology
	20.0200.10	Early Childhood Professions Fundamentals
	20.0200.20	Early Childhood Professions Application
		-or-
	20.0200.80	Early Childhood Professions-Cooperative Education

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47.0100	**Electronics Technology**	
	90.0000.10	Technological Foundations
	99.0200.10	Industrial Technology
	47.0100.10	Electrical and Electronic Fundamentals
	47.0100.20	Advanced Electronics Technology
		-or-
		47.0100.80
		Electronics Technology-Cooperative
52.0800	**Financial Services**	
	90.0000.10	Technological Foundations
	99.0400.10	Business Management Technology
	52.0800.10	Banking and Related Financial Services
	52.0800.20	Financial Services Technology
		-or-
	52.0800.80	Financial Services-Cooperative Education
43.0200	**Fire Science**	
	90.0000.10	Technological Foundations
	99.0200.10	Industrial Technology
	43.0200.10	Fire Science Fundamentals
	43.0200.20	Fire Science Advanced Application
		-or-
	43.0200.80	Fire Science-Cooperative Education
12.0500	**Food Production/Culinary Arts**	
	90.0000.10	Technological Foundations
	99.0300.40	Applied Biological Systems-Food Science
	12.0500.10	Food Production/Culinary Arts Principles
	12.0500.20	Food Production/Culinary Arts Applications
		-or-
	12.0500.80	Food Production/Culinary Arts-Cooperative Education
48.0200	**Graphic Communication**	
	90.0000.10	Technological Foundations
	99.0100.10	Information Technology
	48.0200.10	Graphic Communication Fundamentals
	48.0200.20	Graphic Communication Advanced Applications
		-or-
	48.0200.80	Graphic Communication-Cooperative Education

47.0200	**Heating, Ventilation, Air Conditioning/Refrigeration**	
	90.0000.10	Technological Foundations
	99.0200.10	Industrial Technology
	47.0200.10	Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R) Fundamentals
	47.0200.20	Heating, Ventilation, Air Conditioning/ Refrigeration (HVAC/R) Advanced Applications
		-or-
	47.0200.80	Heating, Ventilation, Air Conditioning/Refrigeration-(HVAC/R) Cooperative Education
49.0200	**Heavy Equipment Operation**	
	90.0000.10	Technological Foundations
	99.0200.10	Industrial Technology
	49.0200.10	Heavy Equipment Operation Fundamentals
	49.0200.20	Construction Equipment Operation Advanced Applications
		-or-
	49.0200.80	Construction Equipment Operation-Cooperative Education
08.0900	**Hospitality Services**	
	90.0000.10	Technological Foundations
	99.0400.10	Business Management Technology
	08.0900.10	Principles of Hospitality Services
	08.0900.20	Hospitality Services Applications
		or-
	08.0900.80	Hospitality Services-Cooperative Education
43.0100	**Law Enforcement**	
	90.0000.10	Technological Foundations
	99.0500.10	Human Services Technology
	43.0100.10	Policing Principles and Practices
	43.0100.20	Law Enforcement Applications
		-or-
	43.0100.80	Law Enforcement-Cooperative Education
20.0101	**LifeSkills**	
	90.0000.10	Technological Foundations
	99.0500.10	Human Services Technology
	20.0101.10	LifeSkills Fundamentals
	20.0101.20	LifeSkills Integration
		-or-
	20.0101.90	Service-Learning in the Community

46.0100	**Masonry**	
	90.0000.10	Technological Foundations
	99.0200.10	Industrial Technology
	46.0100.10	Masonry Fundamentals
	46.0100.20	Masonry Advanced Applications
		-or-
	46.0100.80	Masonry-Cooperative Education
10.0100	**Media Communication**	
	90.0000.10	Technological Foundations
	99.0100.10	Information Technology
	10.0100.10	Media Communication Fundamentals
	10.0100.20	Media Communication Advanced Applications
		-or-
	10.0100.80	Media Communication-Cooperative Education
51.1600	**Nursing Services**	
	90.0000.10	Technological Foundations
	99.0300.30	Applied Biological Systems-Health
	51.1600.10	Nursing Related Services
	51.1600.20	Nursing Services Applications
		-or-
	51.1600.80	Nursing Services-Cooperative Education
46.0500	**Plumbing**	
	90.0000.10	Technological Foundations
	90.0200.10	Industrial Technology
	46.0500.10	Plumbing Fundamentals
	46.0500.20	Plumbing Advanced Applications
		-or-
	46.0500.80	Plumbing-Cooperative Education
48.0500	**Precision Metal Workers**	
	90.0000.10	Technological Foundations
	99.0200.10	Industrial Technology
	48.0500.10	Fundamentals of Precision Metal Workers
		-and-
	48.0500.20	Sheet Metal Advanced Applications
		-or-
	48.0500.30	Welding Advanced Applications
		-or-
	48.0500.40	Machining Technology Advanced Applications
		-or-
	48.0500.80	Precision Metal Workers-Cooperative Education

46.0300	**Residential Electrician**	
	90.0000.10	Technological Foundations
	99.0200.10	Industrial Technology
	46.0300.10	Electrical Installation
	46.0300.20	Residential Electrician- Advanced Applications
		-or-
	46.0300.80	Residential Electrician-Cooperative Education
08.0700	**Sales and Marketing**	
	90.0000.10	Technological Foundations
	99.0400.10	Business Management Technology
	08.0700.10	Sales and Marketing
	08.0700.20	Sales and Marketing Applications
		-or-
	08.0700.30	Marketing Entrepreneurship
		-or-
	08.0700.40	Retailing
		-or-
	08.0700.50	Marketing Management
		-or-
	08.0700.80	Sales and Marketing-Cooperative Education
48.0300	**Upholstering**	
	90.0000.10	Technological Foundations
	99.0200.10	Industrial Technology
	48.0300.10	Upholstering Fundamentals
	48.0300.20	Upholstering Advanced Applications
		-or-
	43.0300.80	Upholstering-Cooperative Education
47.0600	**Vehicle and Mobile Equipment Technicians**	
	90.0000.10	Technological Foundations
	99.0200.10	Industrial Technology
	47.0600.10	Fundamentals of Vehicle and Mobile Equipment Technicians
		-and-
	47.0600.20	Aircraft Mechanics
		-or-
	47.0600.30	Air Cooled Engine Repair
		-or-
	47.0600.40	Automotive Collision Repair
		-or-
	47.0600.50	Automotive Technology
		-or-
	47.0600.80	Vehicle and Mobile Equipment Technicians-Cooperative Education

50.0400 Visual Communications

90.0000.10	Technological Foundations
99.0100.10	Information Technology
50.0400.10	Fundamentals of Visual Communications
	-and-
50.0400.20	Photo Imaging Advanced Applications
	-or-
50.0400.30	Commercial Art Advanced Applications
	-or-
50.0400.80	Visual Communications Cooperative Education

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Mission Statement

CTE Programs prepare students
for transition from school to careers

PROGRAM: **Accounting**

PROGRAM CIP CODE: **52.0300**

DESCRIPTION: *The **Accounting** program is designed to prepare students for employment in accounting positions requiring basic accounting and business skills. The instruction is designed, planned and delivered as a coherent sequence utilizing a delivery system which includes formal technical instruction, experiential learning, supervised cooperative work experience, Cooperative Office Education (COE) and leadership development through the Career and Technical Student Organization, Future Business Leaders of America (FBLA). The student completing this program will also develop advanced critical thinking, career development, applied academic, life management, business, economic and leadership skills required for employees in Accounting occupations.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following course is recommended as part of a Comprehensive CTE ACCOUNTING Program:

99.0400.10 ***Business Management Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0100.10 ***Information Technology***: If Business Management Technology is not available, students **may** complete this Level II cluster or attain these competencies.

Level III Grades 11-12	***The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III ACCOUNTING competencies are addressed in this instructional sequence.***

52.0300.10 ***Accounting:*** Accounting at Level III is recommended for students who have an interest in developing an understanding of creating and maintaining financial records for a business. The outcomes of this course are based on a set of competencies designed to prepare individuals to compute, classify and record numerical data to keep accurate financial records and prepare basic financial statements. A computer with business applications software is used by students to perform accounting tasks and other business competencies.

One of the following Level III courses will be included as part of the instructional sequence for this program:

52.0300.20 ***Accounting Systems Technology:*** The outcomes of this course are integrated into learning experiences allowing students to demonstrate the full range of accounting competencies through projects/ simulations.

52.300.80 ***Accounting - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the **Accounting** program.

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CERTIFICATION ABBREVIATIONS FOR THE ACCOUNTING PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

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CERTIFICATE REQUIREMENTS FOR THE ACCOUNTING PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB SVB	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI

LEVEL III: The instructor must be vocationally certified according to the following table:

Accounting	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB SVB	Type AVT, BVT, PVT, SVT Approval VDE	Type AVT, BVT, PVT, SVT Approval VME	Type PVM, SVM		

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **52.0300.80**
Diversified Cooperative Education course **Accounting 52.0300.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Administrative Information Services**

PROGRAM CIP CODE: **52.0400**

DESCRIPTION: *The **Administrative Information Services** program is designed to prepare students for employment in a variety of office support/management, secretarial and administrative support positions requiring skill with various computer software applications, data-analysis, decision-making, communications skills, and knowledge of cost effective business operations. The instruction is designed, planned and delivered as a coherent sequence, utilizing a delivery system which includes formal technical instruction, experiential learning, supervised cooperative work experience, Cooperative Office Education (COE) and the Career and Technical Student Organization, Future Business Leaders of America (FBLA). The student completing this program will also develop advanced critical thinking, career development, applied academic, life management, business, economic and leadership skills required for employees in Administrative Information Services occupations.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following course is recommended as part of a Comprehensive CTE ADMINISTRATIVE INFORMATION SERVICES Program:

99.0400.10 ***Business Management Technology:*** Students **should** complete this Level II cluster or attain these competencies.

Level III Grades 11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III ADMINISTRATIVE INFORMATION SERVICES competencies are addressed in this instructional sequence.

52.0400.10 ***Administrative Services:*** This course at Level III is recommended for students who have an interest in developing skills and acquiring knowledge of creating and maintaining business records and providing business support services. The outcomes of this course are based on a set of competencies designed to prepare students to manage records, work as a team member, perform basic bookkeeping functions, process business information and manage resources. A computer and other business technologies are tools used by students to perform administrative information processing competencies.

One of the following Level III courses will be included as part of the instructional sequence for this program:

52.0400.20 ***Administrative Support Systems:*** The outcomes of this course are integrated into learning experiences allowing students to demonstrate the full range of administrative information services competencies through projects/ simulations.

52.0400.80 ***Administrative Information Services - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Administrative Information Services*** program.

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CERTIFICATION ABBREVIATIONS FOR THE ADMINISTRATIVE INFORMATION SERVICES PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*

CERTIFICATE REQUIREMENTS FOR THE ADMINISTRATIVE INFORMATION SERVICES PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Administrative Information Services	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM		

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **52.0400.80.**

Diversified Cooperative Education course **Administrative Information Services, 52.0400.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Agricultural Business Management - Agriscience**

PROGRAM CIP CODE: **01.0300**

DESCRIPTION: *The* ***Agricultural Business Management - Agriscience*** *program is designed to prepare students for employment in various production, sales, and supplier positions related to the agriculture industry. Students completing this program will possess the technical knowledge and skills associated with agricultural science, production and health, marketing, and sales positions. In addition to the required technical skills, students will also develop leadership, advanced employability, critical thinking, applied academic, and life management skills. The program utilizes a delivery system made up of three essential components: formal instruction, experiential education, leadership and personal development through the Career and Technical Student Organization, FFA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:***

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE AGRICULTURAL BUSINESS MANAGEMENT - AGRISCIENCE Program:***

99.0300.20 ***Applied Biological Systems-Agriculture:*** Students **should** attain these competencies in a coherent sequence of courses.

99.0400.10 ***Business Management Technology:*** If an Applied Biological System-Agriculture course is not available, students **may** also complete this Level II cluster or attain these competencies.

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Agricultural Business Management - Agriscience (continued)

Level III
Grades
11-12

The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III AGRICULTURAL BUSINESS MANAGEMENT – AGRISCIENCE competencies, are addressed in this instructional sequence.

01.0300.10 ***Agriscience:*** This course is designed to deliver the competencies associated with the science of plant and animal life and health.

One of the following Level III courses will be included as part of the instructional sequences for this program:

01.0300.20 ***Agriscience II:*** This course is designed to deliver the competencies associated with the production and processing of products derived from plants and animals.

01.0300.30 ***Agriscience Business Management:*** This course is designed to deliver the competencies associated with the management of a plant or animal production enterprise.

01.0300.80 ***Agriscience - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Agricultural Business Management -Agriscience*** program.

The following Level III course may be included as a part of the instructional sequence for this program:

01.0300.60 ***Agricultural Mechanics:*** This specialized course is an extension of the agricultural mechanics skills that are an integral part of the ***Agricultural Business Management - Agriscience*** Program. This course includes instruction in agricultural power units; the planning and selection of materials for the construction of agricultural facilities equipment; and the mechanical practices associated with the management of livestock and animals.

CERTIFICATION ABBREVIATIONS FOR THE AGRICULTURAL BUSINESS MANAGEMENT - AGRISCIENCE PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVA Provisional Vocational Agriculture*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*

CERTIFICATE REQUIREMENTS FOR THE AGRICULTURAL BUSINESS MANAGEMENT - AGRISCIENCE PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Agricultural Business Management-Agriscience	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA							

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **01.0300.80.**
Diversified Cooperative Education course **Agricultural Business Management-Agriscience, 01.0300.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Agricultural Business Management - Horticulture**

PROGRAM CIP CODE: **01.0600**

DESCRIPTION: *The* ***Agricultural Business Management - Horticulture*** *program is designed to prepare students for employment in various production, sales, and supplier positions related to the horticulture industry. Students completing this program will possess the technical knowledge and skills associated with nursery production, marketing and sales; landscape design, installation and maintenance positions. In addition to the required technical skills, students will also develop leadership, advanced employability, critical thinking, applied academic, and life management skills. The program utilizes a delivery system made up of three essential components: formal instruction; experiential education; leadership and personal development through the Career and Technical Student Organization, FFA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:***

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE AGRICULTURAL BUSINESS MANAGEMENT - HORTICULTURE Program:***

99.0300.20 ***Applied Biological Systems-Agriculture:*** Students **should** attain these competencies in a coherent sequence of courses.

99.0400.10 ***Business Management Technology:*** If an Applied Biological Systems-Agriculture course is not available students **may** also complete this Level II cluster or attain these competencies.

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Agricultural Business Management - Horticulture (continued)

Level III
Grades
11-12

The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III AGRICULTURAL BUSINESS MANAGEMENT - HORTICULTURE competencies are addressed in this instructional sequence.

01.0600.10 ***Agriscience - Horticulture:*** This course is designed to deliver the competencies associated with the science of the horticulture industry.

One of the following Level III courses will be included as part of the instructional sequence for this program:

01.0600.20 ***Agriscience II - Horticulture:*** This course is designed to deliver the competencies associated with the design, installation, and maintenance of a nursery and/or landscaping enterprise.

01.0600.30 ***Horticulture Business Management:*** This course is designed to deliver the competencies associated with the management of a nursery and/or landscaping enterprise.

01.0600.80 ***Horticulture - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Agricultural Business Management - Horticulture*** program.

The following Level III course may be included as a part of the instructional sequence for this program:

01.0600.60 ***Agricultural Mechanics:*** This specialized course is an extension of the agricultural mechanics skills that are an integral part of the ***Agricultural Business Management - Horticulture*** Program. This course includes instruction in agricultural power units, the planning and selection of materials for the construction of agricultural facilities and equipment, and the mechanical practices associated with irrigation, drainage, water conservation, and erosion control.

CERTIFICATION ABBREVIATIONS FOR AGRICULTURAL BUSINESS MANAGEMENT – HORTICULTURE PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVA Provisional Vocational Agriculture*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*

CERTIFICATE REQUIREMENTS FOR THE AGRICULTURAL BUSINESS MANAGEMENT – HORTICULTURE PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Agricultural Business Management-Horticulture	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA							

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **01.0600.80.**
Diversified Cooperative Education course **Agricultural Business Management - Horticulture, 01.0600.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Agricultural Business Management- Renewable Natural Resources**

PROGRAM CIP CODE: **03.0200**

DESCRIPTION: *The **Agricultural Business Management - Renewable Natural Resources** program is designed to prepare students for employment in various production, supplier, and service positions related to the renewable natural resources industry. Students completing this program will possess the technical knowledge and skills associated with fisheries/wildlife and forest/range production and management positions. In addition to the required technical skills, students will also develop leadership, advanced employability, critical thinking, applied academic, and life management skills. The program utilizes a delivery system made up of three essential components: formal instruction, experiential education, leadership and personal development though the Career and Technical Student Organization, FFA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:***

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE AGRICULTURAL BUSINESS MANAGEMENT - RENEWABLE NATURAL RESOURCES Program:***

99.0300.20 ***Applied Biological Systems-Agriculture:*** Students **should** attain these competencies in a coherent sequence of courses.

99.0400.10 ***Business Management Technology:*** If an Applied Biological Systems-Agriculture course is not available students **may** also complete this Level II cluster or attain these competencies.

Agricultural Business Management - Renewable Natural Resources (continued)

Level III
Grades
11-12

The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III AGRICULTURAL BUSINESS MANAGEMENT - RENEWABLE NATURAL RESOURCES competencies, are addressed in this instructional sequence:

03.0200.10 ***Agriscience - Renewable Natural Resources:*** This course is designed to deliver the competencies associated with the science of fish and wildlife resources.

One of the following Level III courses will be included as part of the instructional sequence for this program:

03.0200.20 ***Agriscience II - Renewable Natural Resources:*** This course is designed to deliver the competencies associated with the management of natural forest and range resources

03.0200.30 ***Renewable Natural Resources Business Management:*** This course is designed to deliver the competencies associated with the utilization and management of fish, wildlife, forest and range resources.

03.0200.80 ***Renewable Natural Resources - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Agricultural Business Management - Renewable Natural Resources*** program.

The following Level III course may be included as a part of the instructional sequence for this program:

03.0200.60 ***Agricultural Mechanics:*** This specialized course is an extension of the agricultural mechanics skills that are an integral part of the ***Agricultural Business Management - Renewable Natural Resources*** Program. This course includes instruction in agricultural power units, the planning and selection of materials for the construction of agricultural facilities and equipment, and the mechanical practices associated with drainage, water conservation and erosion control.

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CERTIFICATION ABBREVIATIONS FOR THE AGRICULTURAL BUSINESS MANAGEMENT – RENEWABLE NATURAL RESOURCES PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVA Provisional Vocational Agriculture*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VBS Vocational Business*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*

CERTIFICATE REQUIREMENTS FOR THE AGRICULTURAL BUSINESS MANAGEMENT – RENEWABLE NATURAL RESOURCES PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Agricultural Business Management-Renewable Natural Resources	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA							

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **03.0200.80.**
Diversified Cooperative Education course **Agricultural Business Management - Renewable Natural Resources, 03.0200.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Allied Health Services**

PROGRAM CIP CODE: **51.0800**

DESCRIPTION: *The* ***Allied Health Services*** *program is designed to prepare students for employment in Allied Health professions. Students completing this program will possess knowledge and skills associated with a therapeutically oriented Allied Health program. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for employment in therapeutically oriented Allied Health professions. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the career and technical student organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I
Grades
7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

99.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II
Grades
9-10

The following courses are recommended as part of a Comprehensive ALLIED HEALTH SERVICES Program:

99.0300.30 ***Applied Biological Systems-Health:*** Students **should** complete this Level II cluster or attain these competencies.

99.0500.10 ***Human Services Technology:*** If Applied Biological Systems – Health is not available students may complete this Level II cluster or attain these competencies.

Allied Health Services (continued)

Level III
Grades
11–12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for employment or continued related education. All the Level III ALLIED HEALTH SERVICES competencies are addressed in this instructional sequence.

51.0800.10 Allied Health Services Fundamentals: This course provides knowledge of common industry standards and practices related to the delivery of therapeutically oriented Allied Health Services.

One of the following Level III courses will be included as part of the instructional sequence for this program:

51.0800.20 ***Allied Health Services Applications:*** This course prepares students for advanced technical knowledge and skills in a therapeutically related Allied Health Services area.

51.0800.80 ***Allied Health Services – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and work based learning experiences directly related to the competencies identified for the ***Allied Health Services*** program.

CERTIFICATION ABBREVIATIONS FOR THE ALLIED HEALTH SERVICES PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVA Provisional Vocational Agriculture*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVI Provisional Vocational Industrial Technology*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVI Standard Vocational Industrial Technology*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VRO Vocational Related Occupations*

CERTIFICATE REQUIREMENTS FOR THE ALLIED HEALTH SERVICES PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	
Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			

LEVEL III: The instructor must be vocationally certified according to the following table:

Allied Health Services	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH							

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **51.0800.80.**

Diversified Cooperative Education course **Allied Health Services**, **51.0800.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Apparel Design and Merchandising**

PROGRAM CIP CODE: **20.0300**

DESCRIPTION: *The **Apparel Design and Merchandising** program is designed to prepare students for employment in various apparel design, production, apparel sales, customer service, and/or first-line supervisory positions in apparel wholesale and retail establishments. A student completing this program will possess the technical knowledge and skills associated with apparel design/production and apparel selection, purchase, sales, and promotion. In addition to technical skills, students completing this program will also develop advanced critical thinking, career development, applied academic, life management, business economic, and leadership skills required for entry into Apparel Design and Merchandising occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, FCCLA or DECA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I
Grades
7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II
Grades
9-10

The following courses are recommended as part of a Comprehensive CTE APPAREL DESIGN AND MERCHANDISING Program:

99.0500.10 ***Human Services Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0100.10 ***Information Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who want to develop skills in manual and computer-assisted design and communications.

99.0400.10 ***Business Management Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who are interested in business operations, management, and finance.

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III APPAREL DESIGN AND MERCHANDISING competencies are addressed in this instructional sequence.

20.0300.10 ***Apparel Design and Merchandising Fundamentals:*** This course introduces students to the technical knowledge and skills associated with apparel design, production, selection, marketing principles, display, purchase, sales and promotion.

One of the following Level III courses will be included as part of the instructional sequence for this program:

20.0300.20 ***Apparel Design and Merchandising Applications:*** This course is designed for students to apply advanced occupational skills in apparel design, production, selection marketing principles, display, purchase, sales and promotion.

20.0300.80 ***Apparel Design and Merchandising – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences, directly related to the competencies identified for the ***Apparel Design and Merchandising*** program.

CERTIFICATION ABBREVIATIONS FOR THE APPAREL DESIGN AND MERCHANDISING PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- BVT Basic Vocational Education Teacher
- *IA Industrial Arts*
- PVB Provisional Vocational Business
- PVBM Provisional Vocational Business and Marketing
- PVF Provisional Vocational Family Consumer Sciences
- PVH Provisional Vocational Health Occupations
- *PVI Provisional Vocational Industrial Technology*
- PVM Provisional Vocational Marketing
- PVT Provisional Vocational Education Teacher
- SVB Standard Vocational Business
- SVBM Standard Vocational Business and Marketing
- SVF Standard Vocational Family Consumer Sciences
- SVH Standard Vocational Health Occupations
- *SVI Standard Vocational Industrial Technology*
- SVM Standard Vocational Marketing
- SVT Standard Vocational Education Teacher

APPROVAL TYPES:

- VBS Vocational Business
- VDE Vocational Distributive Education
- VFC Vocational Family & Consumer Sciences
- VHE Vocational Home Economics
- VHO Vocational Health Occupations
- VIT Vocational Industrial and Technical Education
- VME Vocational Marketing Education
- VOE Vocational Office Education
- VRO Vocational Related Occupations
- VTI Vocational Trades and Industrial Education
- VTT Vocational Trade and Technical Education

CERTIFICATE REQUIREMENTS FOR THE APPAREL DESIGN AND MERCHANDISING PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			
Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB, PVM, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Apparel Design and Merchandising	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, SVT, PVT Approval VOE	Type AVT, BVT, SVT, PVT Approval VBS	Type PVB, SVB

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **20.0300.80.**
Diversified Cooperative Education course **Apparel Design and Merchandising, 20.0300.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Building Maintenance**

PROGRAM CIP CODE: **46.0400**

DESCRIPTION: *The **Building Maintenance** program is designed to prepare students to maintain the physical plant and operating systems of commercial and residential buildings. It includes instruction in construction, installation, and repair skills related to carpentry, air conditioning, heating, plumbing, electrical, custodial equipment, and other mechanical systems. In addition to technical skills, students completing this program will also develop advanced critical thinking, career development, applied academic, life management, business, economic, and leadership skills required for Building Maintenance occupations. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following courses are recommended as part of a Comprehensive CTE BUILDING MAINTENANCE Program:

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0100.10 ***Information Technology:*** Students **may** complete this Level II or attain these competencies.

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99.0400.10 ***Business Management Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who wish to specialize in the entrepreneurial aspects of this industry.

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III BUILDING MAINTENANCE competencies are addressed in this instructional sequence.

46.0400.10 ***Building Maintenance Fundamentals:*** This course prepares students to apply technical knowledge and skills in order to keep a building functioning, and to service a variety of types of structures including commercial and industrial buildings and mobile homes. Includes instruction in the basic maintenance and repair skills required to service building air conditioning, heating, plumbing, electrical, major appliances and other mechanical systems.

One of the following Level III courses will be included as part of the instructional sequence for this program:

46.0400.20 ***Building Maintenance Advanced Applications:*** This course prepares students for advanced technical knowledge and skills using a variety of building maintenance techniques and equipment

46.0400.80 ***Building Maintenance – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences, directly related to the competencies identified for the ***Building Maintenance*** program.

CERTIFICATION ABBREVIATIONS FOR THE BUILDING MAINTENANCE PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE BUILDING MAINTENANCE PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, PVM, SVB, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI

LEVEL III: The instructor must be vocationally certified according to the following table:

Building Maintenance	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **46.0400.80.**
Diversified Cooperative Education course **Building Maintenance, 46.0400.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

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PROGRAM: **Building Trades**

PROGRAM CIP CODE: **46.9900**

DESCRIPTION: *The **Building Trades** program is designed to prepare students for employment in jobs related to the residential construction industry. Instruction provides an integrated approach for teaching skills in carpentry, dry wall installation, roofing, masonry, plumbing, and wiring needed for residential construction. In addition to technical skills, students completing this program will also develop advanced critical thinking, career development, applied academic, life management, business, economic and leadership skills required for employees in Building Trades occupations. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:***

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE BUILDING TRADES Program:***

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who wish to emphasize the entrepreneurial aspects of this industry.

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III BUILDING TRADES competencies are addressed in this instructional sequence.

46.9900.10 ***Building Trades Fundamentals:*** This course prepares students to apply technical knowledge and skills to construct a residential building. Foundation skills such as the use of tools, building layout, and construction will be covered in this course. Students will have the opportunity to apply techniques while building a structure.

One of the following Level III courses will be included as part of the instructional sequence for this program:

46.9900.20 ***Building Trades Applications:*** This course prepares students to refine their technical knowledge and increase the skills learned in Building Trades Fundamentals. Students will be able to focus on areas of interest in the areas of plumbing, construction, wiring, dry wall or roofing.

46.9900.80 ***Building Trades – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences, directly related to the competencies identified for the ***Building Trades*** program.

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CERTIFICATION ABBREVIATIONS FOR THE BUILDING TRADES PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE BUILDING TRADES PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Building Trades	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **46.9900.80.**
Diversified Cooperative Education course **Building Trades, 46.9900.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Business Information Technology Services**

PROGRAM CIP CODE: **52.1200**

DESCRIPTION: *The* ***Business Information Technology Services*** *program is designed to prepare students for employment related to the information technology industry. Instruction provides an integrated approach for teaching skills in information technology. The program options are: a) Computer Maintenance, b) Network Technologies, c) Software Development, d) Information Support and Services. An integrated approach to teaching and learning is recommended as students develop interpersonal relations, career development skills and technical knowledge and skills associated with functions essential for employees in Business Information Technology Services occupations. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience and the Career and Technical Student Organization, FBLA or SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:***

90.0000.10 ***Technological Foundations****:* All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE BUSINESS INFORMATION TECHNOLOGY SERVICES Program:***

99.0100.10 ***Information Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who have an interest in sole proprietorships, management and supervisory occupations.

Level III Grades 11-12	***The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III BUSINESS INFORMATION TECHNOLOGY SERVICES PROGRAM competencies are addressed in this instructional sequence.***

52.1200.10 ***Fundamentals of Business Information Technology Services:*** This course prepares the student to apply technical knowledge and skills in the safety, adjustment, maintenance, part replacement, and repair of tools, equipment and machines.

One of the four Level III options (.20 or .30 or .40 or .50) will be included as part of the instructional sequence for this program:

52.1200.20 ***Computer Maintenance:*** This course prepares students to apply basic electronic theory and principles in diagnosing and repairing personal computers and input/output devices.

52.1200.30 ***Network Technology:*** This course prepares students to install terminals, routers and switches in setting up local area and wide area networks to support business operations.

52.1200.40 ***Software Development:*** This course prepares students to apply software theory and programming methods to the solution of business data problems.

52.1200.50 ***Information Support and Services***: This course prepares students to assist users of personal computers by diagnosing problems they have in using application software packages.

And program may elect to add:

52.1200.80 ***Business Information Technology Services-Cooperative Education:*** This course utilizes cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Business Information Technology Services*** program.

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CERTIFICATION ABBREVIATIONS FOR THE BUSINESS INFORMATION TECHNOLOGY SERVICES PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE BUSINESS INFORMATION TECHNOLOGY SERVICES PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB, PVM, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTI	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type PVI, SVI
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVB, SVB, PVM, SVM	Type PVBM, SVBM SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS			

LEVEL III: The instructor must be vocationally certified according to the following table:

Business Information Technology Services	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB, PVM, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTI	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type PVI, SVI

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **52.1200.80.**

Diversified Cooperative Education course **Business Information Technology Services 52.1200.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Business Management and Administrative Services**

PROGRAM CIP CODE: **52.0200**

DESCRIPTION: *The* ***Business Management and Administrative Services*** *instructional program generally prepares students to perform technical support services involved with planning, organizing, researching, directing and controlling functions and processes related to the production, buying and selling of good and services. An integrated approach to teaching and learning is recommended as students develop interpersonal relations, career development skills and technical knowledge and skills associated with functions essential for a business operation. Students completing this program will be prepared to participate in teams to solve problems and think critically about business related issues and implement effective solutions. The program is designed and delivered as a coherent sequence of experiences using technical instruction, experiential learning, supervised occupational experience (COE), leadership and personal development through the career and technical student organization, Future Business Leaders of America.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following course is recommended as part of a Comprehensive CTE BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES Program:

99.0400.10 ***Business Management Technology*****:** Students **should** complete this Level II cluster to attain these competencies. This is recommended for students who have an interest in business operations, management and supervisory occupations.

99.0100.10 ***Information Technology***: Students may complete this Level II cluster to attain these competencies.

Business Management and Administrative Services (continued)

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All of the Level III BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES competencies are addressed in this instructional sequence.

52.0200.10 ***Business Office Management/Administration Fundamentals***: This course prepares students with technical skills and knowledge related to the economics, management and administrative support functions of business, which cut across industries.

One of the following Level III courses will be included as part of the instructional sequence for this program:

52.0200.20 ***Business Office Operations***: This course includes instruction in applied research, business communications, principles of business law, public relations, information management, meeting planning and office supervisory skills.

52.0200.30 ***Administrative Information Management***: This course includes instruction in integrated computer software applications as they apply to the technical support functions related to the operation of enterprises and buying and selling of goods and services.

52.0200.80 ***Business Management and Administrative Services- Cooperative Education***: This course utilizes a cooperative education methodology to combine school based and supervised work-based learning experiences directly related to the competencies identified for the ***Business Management and Administrative Services*** program.

CERTIFICATION ABBREVIATIONS FOR THE BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB, PVM, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI

LEVEL III: The instructor must be vocationally certified according to the following table:

Business Management and Administrative Services	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB SVB	Type AVT, BVT, PVT, SVT Approval VDE	Type AVT, BVT, PVT, SVT Approval VME	Type PVM, SVM		

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **52.0200.80**
Diversified Cooperative Education course **Business Management and Administrative Services 52.0200.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Cabinetmaking**

CIP CODE: **48.0700**

DESCRIPTION: *The **Cabinetmaking** program is designed to prepare students for employment in the field of millwork and cabinetmaking. Instruction includes job planning, drafting, material layout, cutting, shaping, assembling, finishing of wood pieces, and installing hardware. It also contains information related to drafting, production, and installation. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for Cabinetmaking occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following courses are recommended as part of a Comprehensive CTE CABINETMAKING Program:

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management:*** Students **may** complete this Level II cluster or attain these competencies.

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III CABINETMAKING competencies are addressed in this instructional sequence.

48.0700.10 ***Cabinetmaking Fundamentals:*** This course prepares students to apply technical knowledge and skills to set up, operate and repair industrial woodworking machinery, and to use such machinery to design and fabricate wooden components and complete articles.

One of the following Level III courses will be included as part of the instructional sequence for this program:

48.0700.20 ***Cabinetmaking Advanced Applications:*** This course prepares students for advanced technical knowledge and skills using a variety of cabinetmaking techniques and equipment.

48.0700.80 ***Cabinetmaking – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Cabinetmaking*** program.

CERTIFICATION ABBREVIATIONS FOR THE CABINETMAKING PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE CABINETMAKING PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Cabinetmaking	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **48.0700.80.**
Diversified Cooperative Education course **Cabinetmaking, 48.0700.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Carpentry**

PROGRAM CIP CODE: **46.0200**

DESCRIPTION: *The **Carpentry** program prepares students for employment in jobs specializing in rough and finish carpentry, construction materials, estimating, and blueprint reading. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for Carpentry occupations. This program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I
Grades
7-8

The following course in recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II
Grades
9-10

The following courses are recommended as part of a Comprehensive CTE CARPENTRY Program:

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students interested in proprietorships, management, and supervisory positions.

Carpentry (continued)

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III CARPENTRY competencies are addressed in this instructional sequence.

46.0200.10 ***Framing Carpentry:*** This course is designed to deliver the competencies and indicators associated with the Framing portion of the Carpentry competencies.

One of the following Level III courses will be included as part of the instructional sequence for this program:

46.0200.20 ***Finish Carpentry:*** This course is designed to deliver the competencies and indicators associated with Finish Carpentry.

46.0200.80 ***Carpentry – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Carpentry*** program.

CERTIFICATION ABBREVIATIONS FOR THE CARPENTRY PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE CARPENTRY PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Carpentry	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **46.0200.80.**
Diversified Cooperative Education course **Carpentry**, **46.0200.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Cosmetology**

PROGRAM CIP CODE: **12.0400**

DESCRIPTION: *The* ***Cosmetology*** *program is designed to prepare students for employment in various cosmetology and beauty establishments. Students completing this program will develop the technical knowledge and skills associated with cosmetologists, barbers, nail technicians, hair stylists, make-up artists, aestheticians, and wig stylists. Students completing this program will also gain knowledge of business/salon management. In addition to the required technical skills, students will also develop advanced critical thinking, employability, applied academic, life management, business, economic, and leadership skills required for employment in Cosmetology occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

Career and Technical education (CTE) The following course is recommended as part of a Comprehensive Program:

90.0000.10 ***Technological Foundations***: All students should complete Level I experience or attain these competencies.

Level II Grades 9-10

The following courses are recommended as part of a Comprehensive CTE COSMETOLOGY Program:

99.0500.10 ***Human Services Technology:*** Students should complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management Technology***: Students may complete this Level II cluster or attain these competencies.

99.0300.30 ***Applied Biological Systems-Health***: Students may complete this Level II cluster or attain these competencies.

Level III
Grades
11-12

The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III COSMETOLOGY competencies are addressed in this instructional sequence.

12.0400.10 ***Cosmetology***: This course prepares students to care for and beautify hair, care for complexions, perform manicures, and sell cosmetics in commercial establishments or independently. It includes instructions in hygiene, sanitation, customer relations, and salon management.

One of the following Level III courses will be included as part of the instructional sequence for this program:

12.0400.20 ***Cosmetology Advanced Applications:*** This course prepares students for advanced technical knowledge and skills using a variety of cosmetology techniques and equipment.

12.0400.80 ***Cosmetology – Cooperative Education***: This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Cosmetology*** program.

CERTIFICATION ABBREVIATIONS FOR THE COSMETOLOGY PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVA Provisional Vocational Agriculture*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE COSMETOLOGY PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	

LEVEL III: The instructor must be vocationally certified according to the following table:

Cosmetology	Type AVT, BVT, PVT, SVT Approval VTI	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type PVI, SVI					

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **12.0400.80.**

Diversified Cooperative Education course **Cosmetology**, **12.0400.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Dental Services**

PROGRAM CIP CODE: **51.0600**

DESCRIPTION: *The **Dental Services** program is designed to prepare students for employment in the dental health profession. Students completing this program will possess technical knowledge and skills associated with dental assisting. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for employment in Dental Services occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I
Grades
7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II
Grades
9-10

The following courses are recommended as part of a Comprehensive CTE DENTAL SERVICES Program:

99.0300.30 ***Applied Biological Systems-Health:*** Students **should** complete this Level II cluster or attain these competencies.

99.0500.10 ***Human Services Technology***: If Applied Biological Systems-Health is not available, students **may** complete this Level II cluster or attain these competencies.

Level III **Grades** **11-12**	***The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III DENTAL SERVICES competencies are addressed in this instructional sequence.***

51.0600.10	***Dental Related Services:*** This course prepares students to assist a dentist or dental hygienist in performing the functions of a dental practice. It includes instruction in chair side assistance, patient preparation, dental office functions and selected dental office laboratory procedures.

One of the following Level III courses will be included as part of the instructional sequence for this program:

51.0600.20	***Dental Services Applications:*** This course prepares students for advanced technical skills and knowledge using a variety of dental assisting techniques and equipment.
51.0600.80	***Dental Services – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Dental Services*** program.

CERTIFICATION ABBREVIATIONS FOR THE DENTAL SERVICES PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVA Provisional Vocational Agriculture*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VRO Vocational Related Occupations*

CERTIFICATE REQUIREMENTS FOR THE DENTAL SERVICES PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	
Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			

LEVEL III: The instructor must be vocationally certified according to the following table:

Dental Services	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH							

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **51.0600.80.**
Diversified Cooperative Education course **Dental Services, 51.0600.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Drafting Technology**

PROGRAM CIP CODE: **48.0100**

DESCRIPTION: *The **Drafting Technology** program is designed to prepare students to plan scale interpretations of engineering, design and architectural drafting applications in industry. Instruction includes the use of precision drawing instruments, computer assisted design and drafting (CADD), sketching and illustration, and specification interpretation. In addition to technical skills, the student completing this program will possess advanced critical thinking, employability, applied academic, life management, business economic, and leadership skills required for drafting occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:***

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE DRAFTING TECHNOLOGY Program:***

99.0100.10 ***Information Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0200.10 ***Industrial Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended to enhance students' knowledge of construction practices and materials.

Level III **Grades** **11-12**	***The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III DRAFTING TECHNOLOGY competencies are addressed in this instructional sequence.***

48.0100.10 ***Drafting Technology Concepts:*** This instructional course prepares students to apply technical knowledge and skills to plan and prepare scale interpretations of engineering, design and architectural projects. It includes instruction in creating layouts and designs, blueprints and renderings, and in the use of computer-assisted design programs. In addition to knowledge of drafting technologies, students will have the opportunity to place special emphasis on more specific services and/or industries in which they have an interest.

One of the following Level III courses will be included as part of the instructional sequence for this program.

48.0100.20 ***Drafting Technology Advanced Applications:*** This course prepares students for advanced technical knowledge and skills using a variety of drafting technology techniques and equipment.

48.0100.80 ***Drafting – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Drafting Technology*** program.

CERTIFICATION ABBREVIATIONS FOR THE DRAFTING TECHNOLOGY PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE DRAFTING TECHNOLOGY PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, PVM, SVB, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI
Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

LEVEL III: The instructor must be vocationally certified according to the following table:

Drafting Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **48.0100.80.**
Diversified Cooperative Education course **Drafting Technology**, **48.0100.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.
All the team members are involved in instruction and coordinate delivery of the competencies.

* A team is more than one teacher.

PROGRAM: **Early Childhood Professions**

PROGRAM CIP CODE: **20.0200**

DESCRIPTION: *The **Early Childhood Professions** program is designed to prepare students for employment in residential, institutional and early childhood settings. The program includes instruction in child growth and development, child health, nutrition safety, planning and supervision of developmentally appropriate play and learning activities, child guidance, family relationships, applicable legal and administrative requirements, and is designed to articulate with community college for CDA certification. It may include preparation for the development and management of effective child care programs and facilities. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for entry into Early Childhood Professions occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, FCCLA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Technological Education (CTE) Program:***

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE EARLY CHILDHOOD PROFESSIONS Program:***

99.0500.10 ***Human Services Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0300.40 ***Applied Biological Systems-Food Science:*** Students may complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management Technology:*** Students may complete this Level II cluster or attain these competencies. This is recommended for students who have an interest in owning or managing a day care center.

Level III
Grades
11-12

The following describes a recommended sequence of courses organized on the basis of industry-recognized skills necessary for initial employment or continued related education. All the Level III EARLY CHILDHOOD PROFESSIONS competencies are addressed in this instructional sequence.

20.0200.10 ***Early Childhood Professions Fundamentals:*** This course prepares occupational students to understand the physical, mental, emotional, and social growth and development of children. It is recommended that two-thirds of the classroom time be spent interacting with children.

One of the following Level III courses will be included as part of the instructional sequence for this program:

20.0200.20 ***Early Childhood Professions Application:*** This course prepares students for occupations in child care and guidance in both the public and private sector. It includes opportunities to complete CDA modules.

20.0200.80 ***Early Childhood Professions – Cooperative Education***: This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences, directly related to the competencies for the ***Early Childhood Professions*** program.

CERTIFICATION ABBREVIATIONS FOR THE EARLY CHILDHOOD PROFESSIONS PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVA Provisional Vocational Agriculture*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*

CERTIFICATE REQUIREMENTS FOR THE EARLY CHILDHOOD PROFESSIONS PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			
Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Early Childhood Professions	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF					

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **20.0200.80.**

Diversified Cooperative Education course **Early Childhood Professions, 20.0200.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Electronics Technology**

PROGRAM CIP CODE: **47.0100**

DESCRIPTION: *The **Electronics Technology** program is designed to prepare students to repair, service, maintain and install electronic and electrical equipment following safety regulations and applying quality workmanship as required by service industries, repair and maintenance establishments, communications industries, and retaillwholesale appliance establishments. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for Electronics Technology occupations. The program utilizes a delivery system made up of four integral parts: formalltechnical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I
Grades
7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II
Grades
9-10

The following courses are recommended as part of a Comprehensive CTE ELECTRONICS TECHNOLOGY Program:

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management Technology:*** Students **may** complete with Level II cluster or attain these competencies. This is recommended for students who have a special interest in proprietorships, management, and supervisory occupations in the electronics industry.

Electronics Technology (continued)

99.0100.10 ***Information Technology:*** Students may complete this Level II cluster or attain these competencies. This is recommended for students who have an interest in desktop publishing, information processing and technology.

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III ELECTRONICS TECHNOLOGY competencies are addressed in this instructional sequence.

47.0100.10 ***Electrical and Electronic Fundamentals:*** This course prepares students to apply technical knowledge and skills to operate, maintain, and repair electrical and electronic equipment.

One of the following Level III courses will be included as part of the instructional sequence for this program:

47.0100.20 ***Advanced Electronics Technology:*** This course prepares students for advanced technical knowledge and skills using a variety of electronics technology techniques and equipment.

47.0100.80 ***Electronics Technology – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Electronics Technology*** program.

CERTIFICATION ABBREVIATIONS FOR THE ELECTRONICS TECHNOLOGY PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE ELECTRONICS TECHNOLOGY PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, PVM SVB, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI

LEVEL III: The instructor must be vocationally certified according to the following table:

Electronics Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **47.0100.80.**
Diversified Cooperative Education course **Electronics Technology, 47.0100.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Financial Services**

PROGRAM:
CIP CODE: **52.0800**

DESCRIPTION: *The **Financial Services** program is designed to prepare students for employment in general banking and financial services support positions requiring customer service skills, basic business skills and technical skills applicable to the methods and operations of financial service institutions. The instruction is designed, planned and delivered as a coherent sequence utilizing a delivery system which includes formal technical instruction, experiential learning, supervised cooperative work experience and the Career and Technical Student Organizations, Future Business Leaders of America (FBLA) or Distributive Education Clubs of America (DECA). Students completing this program will possess advanced critical thinking, career development, applied academic, life management, business, economic and leadership skills required for employees in Financial Service occupations.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Technological Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following course is recommended as part of a Comprehensive CTE FINANCIAL SERVICES Program:

99.0400.10 ***Business Management Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0500.10 ***Human Services Technology:*** If Business Management Technology is not available, students may complete this Level II cluster or attain these competencies.

Level III
Grades
11 –12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III FINANCIAL SERVICES competencies are addressed in this instructional sequence.

52.0800.10	***Banking and Related Financial Services***: This course prepares students to perform financial or banking services, including: processing insurance claims, receiving and paying out money, credit collection and processing loans. Instruction in business technologies, customer service and public relations are part of this course.

One of the following Level III courses will be included as part of the instructional sequence for this program:

52.0800.20	***Financial Services Technology:*** The outcomes of this course are integrated into learning experiences allowing students to demonstrate the full range of Financial Services competencies through projects/simulations.
52.0800.80	***Financial Services – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Financial Services*** program.

CERTIFICATION ABBREVIATIONS FOR THE FINANCIAL SERVICES PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*

CERTIFICATE REQUIREMENTS FOR THE FINANCIAL SERVICES PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			

LEVEL III: The instructor must be vocationally certified according to the following table:

Financial Services	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM		

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **52.0800.80.**
Diversified Cooperative Education course **Financial Services, 52.0800.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Fire Science**

PROGRAM CIP CODE: **43.0200**

DESCRIPTION: *The **Fire Science** program is designed to prepare students for employment in various occupations related to fire prevention and fire fighting. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for employment in Fire Science occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I
Grades
7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II
Grades
9-10

The following courses are recommended as part of a Comprehensive CTE FIRE SCIENCE Program:

90.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0500.10 ***Human Services Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who wish to obtain skills in communications, human relations, and resource management.

Fire Science (continued)

99.0300.20 ***Applied Biological Systems-Agriculture:*** Students **may** complete this Level II cluster or attain these competencies.

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for entry-level employment or continued related education. All the Level III FIRE SCIENCE competencies are addressed in this instructional sequence.

43.0200.10 ***Fire Science Fundamentals:*** This course is designed to develop technical skills and knowledge associated with the use and maintenance of tools and equipment in fire fighting. Students will also develop an awareness of emergency medical first aid procedures and hazardous materials handling.

One of the following Level III courses will be included as part of the instructional sequence for this program:

43.0200.20 ***Fire Science Advanced Applications:*** This course prepares students for advanced technical skills and knowledge using a variety of firefighting technology techniques and equipment. Students will also develop an awareness of emergency medical handling.

43.0200.80 ***Fire Science – Cooperative Education***: This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Fire Science*** program.

CERTIFICATION ABBREVIATIONS FOR THE FIRE SCIENCE PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVA Provisional Vocational Agriculture*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVI Provisional Vocational Industrial Technology*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVI Standard Vocational Industrial Technology*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VIT Vocational Industrial and Technical Education*
- *VRO Vocational Related Occupations*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE FIRE SCIENCE PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VTI	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type PVI, SVI				
Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	
Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			

LEVEL III: The instructor must be vocationally certified according to the following table:

Fire Science	Type IA	Type AVT, BVT, PVT, SVT Approval VTI	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type PVI, SVI				

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **43.0200.80.**

Diversified Cooperative Education course **Fire Science**, **43.0200.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Food Production/Culinary Arts**

PROGRAM CIP CODE: **12.0500**

DESCRIPTION: *The **Food Production/Culinary Arts** Program is designed to prepare students to apply technical knowledge and skills required for food production and service occupations in institutional and commercial food establishments. Students completing this program will possess the technical knowledge and skills required for planning, selecting, storing, purchasing, preparing and serving quality food products. Nutritive values, safety/sanitation precautions, use of commercial equipment, serving techniques, special diets and management of food establishments will also be studied. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for entry into Food Production/Culinary Arts occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization FCCLA or SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technological Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following courses are recommended as part of a Comprehensive CTE FOOD PRODUCTION/CULINARY ARTS Program:

99.0300.40 ***Applied Biological Systems – Food Science:*** Students **should** complete this Level II cluster or attain these competencies.

Food Production/Culinary Arts (continued)

99.0500.10 ***Human Services Technology:*** Students may complete this Level II cluster or attain these competencies. This is recommended for students who have a special interest in improving human interaction skills.

99.0400.10 ***Business Management Technology:*** Students may complete this Level II cluster or attain these competencies. This is recommended for students who have an interest in proprietorships, management, and supervisory occupations.

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III FOOD PRODUCTION/CULINARY ARTS competencies are addressed in this instructional sequence.

12.0500.10 ***Food Production/Culinary Arts Principles:*** This course prepares students to serve under the supervision of food service professionals as kitchen support staff and commercial food preparation workers. It includes instruction in kitchen equipment, organization and operations, sanitation and quality control, quantity food preparation and cooking skills. It provides an opportunity to begin the two year ProStart skills certification.

One of the following Level III courses will be included as part of the instructional sequence for this program:

12.0500.20 ***Food Production/Culinary Arts Applications:*** This course prepares students with advanced applications in kitchen equipment, organization and operations, sanitation and quality control, quantity food preparation and cooking skills. It provides an opportunity to complete a ProStart skills certificate.

12.0500.80 ***Food Production/Culinary Arts – Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Food Production/Culinary Arts*** program.

CERTIFICATION ABBREVIATIONS FOR THE FOOD PRODUCTION / CULINARY ARTS PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVA Provisional Vocational Agriculture*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE FOOD PRODUCTION / CULINARY ARTS PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	
Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM		Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Food Production Culinary Arts	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type PVI, SVI Approval VTT, VIT, VTI				

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **12.0500.80.**

Diversified Cooperative Education course **Food Production Culinary Arts, 12.0500.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: Graphic Communication

PROGRAM CIP CODE: 48.0200

DESCRIPTION: *The **Graphic Communication** program is designed to prepare students to apply technical knowledge and skills to plan, prepare, and execute commercial and industrial visual image and print products. Students will learn to use mechanical, electronic, and digital graphic and printing equipment as identified through Printing Industry Association of America PrintEd standards. In addition to technical skills, students completing this program will also develop advanced critical thinking, career development, applied academic, life management, business, economic and leadership skills required for Graphic Communication occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations***: All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following courses are recommended as part of a Comprehensive CTE GRAPHIC COMMUNICATION Program:

99.0100.10 ***Information Technology***: Students **should** complete this Level II cluster or attain these competencies. This is recommended for students who wish to emphasize computer systems in such areas as desktop publishing, printing and graphics occupations.

99.0200.10 ***Industrial Technology***: Students **may** complete this Level II cluster or attain these competencies.

Graphic Communication (continued)

Level III
Grades
11-12

The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III GRAPHIC COMMUNICATION competencies are addressed in this instructional sequence.

48.0200.10 ***Graphic Communication Fundamentals***: This course prepares students to apply technical knowledge and skills to plan, prepare and execute commercial and industrial visual image and print products using mechanical, electronic, and digital graphic and printing equipment.

One of the following Level III courses will be included as part of the instructional sequence for this program:

48.0200.20 ***Graphic Communication Advanced Applications:*** This course prepares students for advanced technical knowledge and skills using a variety of graphic communications techniques and equipment.

48.0200.80 ***Graphic Communication – Cooperative Education***: This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Graphic Communication*** program.

CERTIFICATION ABBREVIATIONS FOR THE GRAPHIC COMMUNICATION PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE GRAPHIC COMMUNICATION PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, PVM, SVB, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI
Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

LEVEL III: The instructor must be vocationally certified according to the following table:

Graphic Communication	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **48.0200.80.**

Diversified Cooperative Education course **Graphic Communication, 48.0200.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R)**

PROGRAM CIP CODE: **47.0200**

DESCRIPTION: *The **Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R)** program is designed to prepare students for employment installing, repairing, and maintaining the operating condition of heating, air conditioning, and refrigeration systems in residential and light commercial applications. It includes instruction in the scientific principles of heat transfer, pneumatics, hydraulics, control systems, installation from blueprints, and environmental regulations regarding coolants. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R) occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:***

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE HEATING, VENTILATION, AIR CONDITIONING/REFRIGERATION (HVAC/R) Program:***

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management Technology:*** Students **may** complete this Level II cluster or attain these competencies.

99.0100.10 ***Information Technology:*** Students **may** complete this Level II cluster or attain these competencies.

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III HEATING, VENTILATION, AIR CONDITIONING/REFRIGERATION (HVAC/R) competencies are addressed in this instructional sequence.

47.0200.10 ***Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R) Fundamentals:*** This course prepares students to apply basic technical knowledge and skills to repair, install, service and maintain the operating condition of heating, air conditioning, and refrigeration systems. Instruction includes diagnostic techniques, the use of testing equipment, the principles of mechanics, electricity, and electronics as they relate to the repair of heating, air conditioning and refrigeration systems.

One of the following Level III courses will be included as part of the instructional sequence for this program:

47.0200.20 ***Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R) Advanced Applications:*** This course prepares students for advanced technical knowledge and skills pertaining to the application of the principles of: mechanics; electricity/electronics; fuels as they relate to HVAC/R.

47.0200.80 ***Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R)* – Cooperative Education:** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the Heating, ***Ventilation, Air Conditioning/Refrigeration (HVAC/R)*** program.

CERTIFICATION ABBREVIATIONS FOR THE HEATING, VENTILATION, AIR CONDITIONING REFRIGERATION PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE HEATING, VENTILATION, AIR CONDITIONING REFRIGERATION PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, PVM, SVB, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI

LEVEL III: The instructor must be vocationally certified according to the following table:

Heating, Ventilation, Air Conditioning, Refrigeration	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **47.0200.80.**

Diversified Cooperative Education course **Heating, Ventilation, Air Conditioning Refrigeration, 47.0200.80** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Heavy Equipment Operation**

PROGRAM CIP CODE: **49.0200**

DESCRIPTION: *The **Heavy Equipment Operation** program is designed to prepare students for employment operating a variety of heavy equipment, such as a crawler tractor, paving machine, trench digging machine, conveyor, bulldozer, dredge, pump, compressor, pneumatic tool, motor grader, scraper, power shovel, dragline and crane. It also contains information relating to current technology in construction equipment operating systems. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for entry into Construction Equipment Operation occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations***: All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

***The following courses* are recommended as part of a Comprehensive *CTE HEAVY EQUIPMENT OPERATION* Program:**

99.0200.10 ***Industrial Technology***: Students **should** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management Technology***: Students **may** complete this Level II cluster or attain these competencies.

Heavy Equipment Operation (continued)

Level III
Grades
11-12

The following describes a recommended sequence of courses Grades ***developed from industry-validated skills necessary for entry-level employment or continued related education. All the Level III HEAVY EQUIPMENT OPERATION competencies, including the Employability Skills, are addressed in this instructional sequence.***

49.0200.10 ***Heavy Equipment Operation Fundamentals:*** This course prepares students to apply technical knowledge and skills to operate a variety of heavy equipment, such as a crawler tractors, motor graders and scrapers, and shovels, including dragline, hoe, and cranes. It includes instruction in digging, ditching, sloping, stripping, grading, backfilling, clearing and excavating.

One of the following Level III courses will be included as part of the instructional sequence for this program:

49.0200.20 ***Heavy Equipment Operation Advanced Applications:*** This course prepares students for advanced technical knowledge and skills using a variety of construction equipment operation techniques and equipment.

49.0200.80 ***Heavy Equipment Operation–Cooperative Education***: This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Heavy Equipment Operation*** program.

CERTIFICATION ABBREVIATIONS FOR THE HEAVY EQUIPMENT OPERATION PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE HEAVY EQUIPMENT OPERATION PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Heavy Equipment Operation	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **49.0200.80.**
Diversified Cooperative Education course **Heavy Equipment Operation, 49.0200.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Hospitality Services**

PROGRAM CIP CODE: **08.0900**

DESCRIPTION: *The **Hospitality Services** program is designed to prepare students for employment in positions that provide customer-focused services in such facilities as hotels, meeting centers, hospitals, education facilities, shopping malls, recreation parks, and office buildings. A student completing this program will possess the knowledge and skills associated with reservations and front desk operations, meeting and banquet room support services, food beverage support services, housekeeping, laundry operations, supervisory functions, and environmental functions. In addition to these skills, students will possess advanced employability skills including critical and conceptual thinking, communications, applied academics, life management, and technology. This program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organizations, FCCLA or DECA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following courses are recommended as part of a Comprehensive CTE HOSPITALITY SERVICES Program:

99.0400.10 ***Business Management Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0500.10 ***Human Services Technology:*** Students **may** complete this Level II cluster or attain these competencies.

99.0300.40 ***Applied Biological Systems – Food Science:*** Is recommended for students who are interested in furthering their understanding of scientific principles related to foods.

Level III
Grades
11-12

The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III HOSPITALITY SERVICES competencies are addressed in this instructional sequence.

08.0900.10 ***Principles of Hospitality Services:*** This course prepares students for occupations in a variety of hospitality services and facilities including hotels, resorts, meeting centers, hospitals, education facilities, shopping malls, recreation parks, and office buildings.

One of the following Level III courses will be included as a part of the instructional sequence for this program:

08.0900.20 ***Hospitality Services Applications:*** The outcomes of this course are integrated into learning projects and simulations to demonstrate the full range of Hospitality services competencies.

08.0900.80 ***Hospitality Services - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based or supervised work based learning experiences directly related to the competencies identified for the ***Hospitality Services*** program.

CERTIFICATION ABBREVIATIONS FOR THE HOSPITALITY SERVICES PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*

CERTIFICATE REQUIREMENTS FOR THE HOSPITALITY SERVICES PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			
Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	

LEVEL III: The instructor must be vocationally certified according to the following table:

Hospitality Services	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM SVBM	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **08.0900.80.**

Diversified Cooperative Education course **Hospitality Services, 08.0900.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM:	**Law Enforcement**
PROGRAM CIP CODE:	**43.0100**
DESCRIPTION:	*The **Law Enforcement** program is designed to prepare students for employment in various public and private security and patrol occupations. Students completing this program will develop the technical knowledge and skills associated with policing, civil/criminal investigations, and corrections professions. In addition to the required technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for employment in Law Enforcement occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following courses are recommended as part of a Comprehensive CTE LAW ENFORCEMENT Program:

99.0500.10 ***Human Services Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0100.10 ***Information Technology:*** If Human Services Technology is not available, students **may** also complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management Technology:*** If Human Services Technology is not available, students **may** also complete this Level II cluster or attain these competencies.

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III LAW ENFORCEMENT competencies are addressed in this instructional sequence.

43.0100.10 ***Policing Principles and Practices:*** This course provides knowledge of policing principles and practices, with special emphasis on public relations, communications technology, investigation specialties, patrol and security procedures, crisis procedures, legal issues, theory of crime, probation, and delinquency, and physical survival skills.

One of the following Level III courses will be included as part of the instructional sequence for this program:

43.0100.20 ***Law Enforcement Advanced Applications:*** This course prepares students for advanced knowledge and skills using a variety of techniques and methods.

43.0100.80 ***Law Enforcement - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Law Enforcement*** program.

CERTIFICATION ABBREVIATIONS FOR THE LAW ENFORCEMENT PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE LAW ENFORCEMENT PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI

LEVEL III: The instructor must be vocationally certified according to the following table:

Law Enforcement	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **43.0100.80.**
Diversified Cooperative Education course **Law Enforcement, 43.0100.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Masonry**

PROGRAM CIP CODE: **46.0100**

DESCRIPTION: *The **Masonry** program is designed to prepare students to lay building materials such as brick, concrete block, pavers, and to construction or repair walls, and other structures. Fundamentals of masonry include the information and basic skills necessary to build from blueprints residential, commercial, and industrial structures. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for Masonry occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following course are recommended as part of a Comprehensive CTE MASONRY Program:

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who wish to emphasize the entrepreneurial aspects of this industry.

Masonry (continued)

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for entry-level employment or continued related education. All the Level III MASONRY competencies are addressed in this instructional sequence.

46.0100.10 ***Masonry Fundamentals:*** This course prepares students to apply technical knowledge and skills in the laying and/or setting of brick, concrete block, and related materials, using trowels, levels, hammers, chisels, masonry saws, and other power and hand tools.

One of the following Level III courses will be included as part of the instructional sequence for this program:

46.0100.20 ***Masonry Advanced Applications:*** This course prepares students for advanced technical knowledge and skills using a variety of masonry techniques and equipment.

46.0100.80 ***Masonry - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Masonry*** program.

CERTIFICATION ABBREVIATIONS FOR THE MASONRY PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE MASONRY PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Masonry	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **46.010080.**
Diversified Cooperative Education course **Masonry**, **46.0100.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Media Communication**

PROGRAM CIP CODE: **10.0100**

DESCRIPTION: *The **Media Communication** program is designed to prepare students for employment in various audio development, production, installation, and delivery occupations. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for Media Communication occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Technological Education (CTE) Program:***

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE MEDIA COMMUNICATION Program:***

99.0100.10 ***Information Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0200.10 ***Industrial Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who have a special interest in equipment maintenance and installation.

99.0400.10 ***Business Management Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who have a special interest in business ownership, sales, promotion, and advertising.

Level III Grades 11-12	***The following describes the recommended sequence of courses developed from industry-validated skills necessary for entry level employment or continued related education. All the Level III MEDIA COMMUNICATION competencies are addressed in this instructional sequence.***

10.0100.10 ***Media Communication Fundamentals:*** Students will gain experience in the development, production, and delivery of information, with an emphasis on integrated systems. Competencies will include aesthetics, the principles and elements of design, as well as basic installation, operation, and maintenance of audio and video equipment.

One of the following Level III courses will be included as part of the instructional sequence for this program:

10.0100.20 ***Media Communication Advanced Applications:*** This course prepares students for advanced technical knowledge and skills using a variety of media communications techniques and equipment.

10.0100.80 ***Media Communication - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Media Communication*** program.

CERTIFICATION ABBREVIATIONS FOR THE MEDIA COMMUNICATION PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE MEDIA COMMUNICATION PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, PVM, SVB, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

LEVEL III: The instructor must be vocationally certified according to the following table:

Media Communication	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:

*Teacher/Coordinator Cooperative Education (CEN) is required for **10.0100.80***

*Diversified Cooperative Education course **Media Communication**, **10.0100.70** may be a part of the sequence.*

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Nursing Services**

PROGRAM CIP CODE: **51.1600**

DESCRIPTION: *The **Nursing Services** program is designed to prepare students for employment as nursing assistants and home health aides, or acceptance into an articulated nursing program at the postsecondary level. It also provides exposure to patient care for students interested in other health care careers. The Arizona State Board of Nursing must approve Nursing Assistant programs. Students who pass both a written test and a technical skill evaluation are then qualified to become certified as Nursing Assistants. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for employment in Nursing Services occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised clinical occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:***

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE NURSING SERVICES Program:***

99.0300.30 ***Applied Biological Systems-Health:*** Students **should** complete this Level II cluster or attain these competencies.

99.0500.10 ***Human Services and Technology:*** If Applied Biological Systems-Health is not available, students **may** complete this Level II cluster or attain these competencies.

Nursing Services (continued)

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III NURSING SERVICES competencies are addressed in this instructional sequence.

51.1600.10 ***Nursing Related Services:*** This course prepares students to perform routine nursing-related services to clients in hospitals or long-term care facilities under the training and supervision of a registered nurse.

One of the following Level III courses will be included as part of the instructional sequence for this program:

51.1600.20 ***Nursing Services Applications:*** This course prepares students for advanced technical skills and knowledge using a variety of Nursing Assisting techniques and equipment.

51.1600.80 ***Nursing Services - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Nursing Services*** program.

CERTIFICATION ABBREVIATIONS FOR THE NURSING SERVICES PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVA Provisional Vocational Agriculture*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VRO Vocational Related Occupations*

CERTIFICATE REQUIREMENTS FOR THE NURSING SERVICES PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	
Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			

LEVEL III: The instructor must be vocationally certified according to the following table:

Nursing Services	Type AVT, BVT, PVT, SVT *Approval* VHO	Type PVH, SVH							

Note:

*Teacher/Coordinator Cooperative Education (CEN) is required for **51.1600.80.***

*Diversified Cooperative Education course **Nursing Services, 51.1600.70** may be a part of the sequence.*

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Plumbing**

PROGRAM CIP CODE: **46.0500**

DESCRIPTION: *The **Plumbing** program is designed to prepare students to assemble, install, and repair pipes, fittings, and fixtures of heating, water, and drainage systems according to specifications and plumbing codes. Fundamentals of plumbing include the information and basic skills necessary to build from blueprints, residential, commercial, and industrial structures. In addition to technical skills, students completing this program will also develop advanced critical thinking, career development, applied academic, life management, business, economic, and leadership skills required for Plumbing occupations. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupation experience and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I
Grades
7-8

The following course is recommended as part of a Comprehensive Career and Technical Technological Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II
Grades
9-10

The following courses are recommended as part of a Comprehensive CTE PLUMBING Program:

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster.

99.0400.10 ***Business Management Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who wish to emphasize the entrepreneurial aspects of this industry.

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for entry level employment or continued related education. All the Level III PLUMBING competencies are addressed in this instructional sequence.

46.0500.10 ***Plumbing Fundamentals:*** *This course prepares students to apply technical knowledge and skills to lay out, assemble, install, and maintain piping fixtures and piping systems for steam, hot water, heating, cooling, drainage, lubricating, sprinkling, and industrial processing systems. Instruction includes material selection and the use of tools to cut, bend, join and weld pipes.*

One of the following Level III courses will be included as part of the instructional sequence for this program:

46.0500.20 ***Plumbing Advanced Applications:*** This course prepares students for advanced technical knowledge and skills using a variety of plumbing techniques and equipment.

46.0500.80 ***Plumbing - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Plumbing*** Program.

CERTIFICATION ABBREVIATIONS FOR THE PLUMBING PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE PLUMBING PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: *The instructor must be vocationally certified according to the following table:*

Plumbing	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for ***46.0500.80.***

Diversified Cooperative Education course ***Plumbing, 46.0500.70*** *may be a part of the sequence.*

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

- A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Precision Metal Workers**

PROGRAM CIP CODE: **48.0500**

DESCRIPTION: *The **Precision Metal Workers** program is designed to prepare students for employment in jobs related to the fabrication, joining and machining of metals. Instruction provides an integrated approach for teaching skills in sheet metal, welding and machining technology. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for Precision Metal Workers occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the career and technical student organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I
Grades
7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II
Grades
9-10

The following courses are recommended as part of a Comprehensive CTE PRECISION METAL WORKERS Program:

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who have an interest in sole proprietorships, management and supervisory occupations.

Precision Metal Workers (continued)

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III PRECISION METAL WORKERS competencies are addressed in this instructional sequence.

48.0500.10 ***Fundamentals of Precision Metal Workers*** program consists of an instructional sequence that prepares the individual to apply knowledge and skills in creating products using safety, precision crafting and technical illustration.

One of the following Level III courses will be included as part of the instruction sequence for this program:

48.0500.20 Sheet Metal Advanced Applications: This course prepares students for application of advanced technical knowledge and skills using a variety of sheet metal techniques and equipment.

48.0500.30 ***Welding Advanced Applications****:* This course prepares students for application of advanced technical knowledge and skills using a variety of welding techniques and equipment.

48.0500.40 ***Machining Technology Advanced Applications:*** This course prepares students for application of advanced technical knowledge and skills using a variety of machining technology techniques and equipment.

47.0500.80 ***Precision Metal Workers - Cooperative Education:*** This course utilizes cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Precision Metal Workers*** program.

CERTIFICATION ABBREVIATIONS FOR THE PRECISION METAL WORKERS PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE PRECISION METAL WORKERS PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Precision Metal Workers	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:

*Teacher/Coordinator Cooperative Education (CEN) is required for **48.0500.80.***

*Diversified Cooperative Education course **Precision Metal Workers**, **48.0500.70** may be a part of the sequence.*

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM:	**Residential Electrician**
PROGRAM CIP CODE:	**46.0300**
DESCRIPTION:	*The **Residential Electrician** program is designed to prepare students to install, operate, maintain, troubleshoot, and repair residential, commercial, and industrial electrical systems. Fundamentals of the electrical trade include the information and basic skills necessary to install residential, commercial, and industrial electrical systems from blueprints. This program also contains information relating to current technology used in electrical systems. In addition to technical skills, students completing this program will also develop skills in advanced critical thinking, career development, applied academic, life management, business economic, and leadership skills required for Electrical Trades occupations. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following courses are recommended as part of a Comprehensive CTE RESIDENTIAL ELECTRICIAN Program:

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0100.10 ***Information Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended to enhance the students' knowledge of electronics in communication industries.

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99.0400.10 ***Business Management:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who wish to emphasize the entrepreneurial aspects of this industry.

Level III Grades 11-12

The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial level employment or continued related education. All the Level III RESIDENTIAL ELECTRICIAN competencies are addressed in this instructional program.

46.0300.10 ***Electrical Installation:*** This course prepares students to apply technical knowledge and skills to install, operate, maintain, and repair residential, commercial, and industrial electrical systems, and the power lines that transmit electricity from its source of generation to its place of consumption.

One of the following Level III courses will be included as part of the instructional sequence for this program:

46.0300.20 ***Residential Electrician Advanced Applications:*** This course prepares students for application of advanced technical knowledge and skills using a variety of residential electrician techniques and equipment.

46.0300.80 ***Residential Electrician - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Residential Electrician*** program.

CERTIFICATION ABBREVIATIONS FOR THE RESIDENTIAL ELECTRICIAN PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE RESIDENTIAL ELECTRICIAN PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, PVM, SVB, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI

LEVEL III: The instructor must be vocationally certified according to the following table:

Residential Electrician	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

Note:

*Teacher/Coordinator Cooperative Education (CEN) is required for **46.0300.80**.*

*Diversified Cooperative Education course **Residential Electrician**, **46.0300.70** may be a part of the sequence.*

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Sales and Marketing**

PROGRAM CIP CODE: **08.0700**

DESCRIPTION: *The **Sales and Marketing** program is designed to prepare students for employment in various sales, customer service, and/or first-line supervisory positions in wholesale, retail, and service establishments. A student completing this program will possess the technical knowledge and skills associated with sales, marketing, and related activities for broad categories or products and services. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for entry into Sales and Marketing occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, DECA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I
Grades
7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II
Grades
9-10

The following courses are recommended as part of a Comprehensive CTE SALES AND MARKETING Program:

99.0400.10 ***Business Management Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0100.10 ***Information Technology:*** If Business Management Technology is not available, students **may** complete this Level II cluster or attain these competencies.

99.0500.10 ***Human Services and Technology:*** If Business Management and Technology is not available, students **may** complete this Level II cluster or attain these competencies.

Sales and Marketing (continued)

Level III
Grades
11-12

The following describes the recommended sequence of courses organized on the basis of industry recognized skills necessary for initial employment or continued related education. All the Level III SALES AND MARKETING competencies are addressed in this instructional sequence:

08.0700.10 ***Sales and Marketing:*** This course is designed to prepare students for employment in various sales, customer service, and supervisory positions in wholesale, retail, and service areas.

One of the following Level III courses will be included as part of the instructional sequence for this program:

08.0700.20 ***Sales and Marketing Applications:*** This course is a school laboratory experience focused on project-oriented activities to build and expand knowledge and behaviors associated with all aspects of sales and services.

08.0700.30 ***Marketing Entrepreneurship:*** This course prepares students to perform marketing and management functions and tasks associated with creating a new business enterprise.

08.0700.40 ***Retailing:*** This course prepares students to sell and merchandise hard- and soft-line general merchandise in a retail setting. (This code is for courses utilizing a student-operated store.)

08.0700.50 ***Marketing Management:*** This course prepares students to apply marketing skills in a management position in any industry, generally at the mid-management level.

08.0700.80 ***Sales and Marketing - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Sales and Marketing*** Program.

CERTIFICATION ABBREVIATIONS FOR THE SALES AND MARKETING PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE SALES AND MARKETING PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		
Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			
Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI

LEVEL III: The instructor must be vocationally certified according to the following table:

Sales and Marketing	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **08.0700.80.**

Diversified Cooperative Education course **Sales and Marketing**, **08.0700.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Upholstering**

PROGRAM CIP CODE: **48.0300**

DESCRIPTION: *The **Upholstering** program prepares students to engage in all aspects of upholstering in automobiles, aircraft interiors, recreational vehicles, and furniture. Students will also learn about non-apparel needle trade production such as awnings, athletic equipment, special safety restraints, pattern making, pattern layout, and reading plans. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for Upholstering occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8

The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10

The following courses are recommended as part of a Comprehensive CTE UPHOLSTERING Program:

99.0200.10 ***Industrial Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management Technology:*** Students **may** complete this Level II cluster or attain these competencies. This is recommended for students who wish to emphasize the entrepreneurial aspects of this industry.

Upholstering (continued)

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III UPHOLSTERING competencies are addressed in this instructional sequence.

48.0300.10 ***Upholstering Fundamentals:*** This course prepares students to apply technical knowledge and skills to install springs, filling, padding, covering and finishing on items such as furniture, automobile seats, caskets, mattresses, and bedsprings.

One of the following Level III courses will be included as part of the instructional sequence for this program:

48.0300.20 ***Upholstering Advanced Applications:*** This course prepares students for application of advanced technical knowledge and skills using a variety of upholstering techniques and equipment.

48.0300.80 ***Upholstering - Cooperative Education:*** This course utilizes a cooperative education methodology to combine school based and supervised work based learning experiences, directly related to the competencies identified for the ***Upholstering*** program.

CERTIFICATION ABBREVIATIONS FOR THE UPHOLSTERING PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE UPHOLSTERING PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Upholstering	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **48.0300.80.**

Diversified Cooperative Education course **Upholstering**, **48.0300.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Vehicle And Mobile Equipment Technicians**

PROGRAM CIP CODE: **47.0600**

DESCRIPTION: *The **Vehicle & Mobile Equipment Technicians** program is designed to prepare students for jobs in mechanical and collision repair of various vehicles and mobile equipment. The program can include instruction in: aviation maintenance and the service of aviation systems; technical skills to repair and service lawn and garden and light construction small engines; automotive painting; body, and collision repair; maintenance and repair of automotive electrical and electronic systems; suspension, steering, and braking systems; and the diagnosis and repair of engine performance problems; repairs of heavy duty truck systems in vehicles such as buses, ships, trucks, railroad locomotives, and construction equipment; and to make repairs of stationary diesel engines in electrical generators and related equipment. Students will use a variety of tools and testing and diagnostic equipment. In addition to technical skills, students completing this program will also develop advanced critical thinking, career development, applied academic, life management, business, economic, and leadership skills required for Vehicle & Mobile Equipment Technicians occupations. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the career & technical student organization, SkillsUSA-VICA*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:***

90.0000.10 ***Technological Foundations***: All students **should** complete Level I experience or attain these competencies.

Level II
Grades
9-10

The following courses are recommended as part of a Comprehensive CTE VEHICLE AND MOBILE EQUIPMENT TECHNICIANS Program:

99.0200.10 ***Industrial Technology:*** Students should complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management:*** Students may complete this Level II cluster or attain these competencies. This is recommended for students who have an interest in sole proprietorships, management and supervisory occupations.

Level III
Grades
11-12

The *following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III VEHICLE AND MOBILE EQUIPMENT TECHNICIANS competencies are addressed in this instructional sequence.*

47.0600.10 ***Fundamentals of Vehicle and Mobile Equipment Technicians:*** This program prepares the student to apply technical knowledge and skills in the safety, adjustment, maintenance, part replacement, and repair of tools, equipment and machines

One of the following Level III courses will be included as part of the instructional sequence for this program:

47.0600.20 ***Aircraft Mechanics:*** This course prepares students for application of advanced technical knowledge and skills to repair, service and maintain aircraft components.

47.0600.30 ***Air Cooled Engine Repair:*** This course prepares students for application of advanced technical knowledge and skills using a variety of Air Cooled Engine Repair techniques and equipment.

47.0600.40 ***Automotive Collision Repair:*** This course prepares students for application of advanced technical knowledge and skills using a variety of collision and damage repair techniques and equipment and is designed to meet initial Automotive Service Excellence (ASE) technician certification requirements.

Vehicle and Mobile Equipment Technicians (continued)

47.0600.50 **Automotive Technology**: This course prepares students for application of advanced technical knowledge and skills using General Automotive Mechanics, Automotive Electrical/Electronic Systems, Automotive Engine Performance, Automotive Braking Systems and Automotive Suspension and Steering Systems techniques and equipment and is designed to meet initial Automotive Service Excellence (ASE) technician certification requirements.

47.0600.80 ***Vehicle and Mobile Equipment Mechanics - Cooperative Education:*** This course utilizes cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Vehicle and Mobile Equipment*** program.

CERTIFICATION ABBREVIATIONS FOR THE VEHICLE AND MOBILE EQUIPMENT TECHNICIANS

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE VEHICLE AND MOBILE EQUIPMENT TECHNICIANS PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

Vehicle and Mobile Equipment Technicians	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **47.0600.80.**
Diversified Cooperative Education course **Vehicle and Mobile Equipment Technicians, 47.0600.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

PROGRAM: **Visual Communications**

PROGRAM:
CIP CODE: **50.0400**

DESCRIPTION: *The **Visual Communications** program is designed to prepare students for employment in various graphic design, advertising, typesetting, illustration, layout and various imaging occupations. It includes instruction in developing layout, design, production art and business skills in such areas as design and illustration, art tools and media, lettering and typography, graphic design, computer-generated imaging, communication, marketing, and safety as well as technical knowledge and skills associated with electronic imaging systems, photographic composition, photographic equipment use/maintenance, and photographic processing. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic, and leadership skills required for Visual Communications occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the career and technical student organization, SkillsUSA-VICA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I
Grades
7-8

The following course is recommended as part of a Comprehensive Career and Technical Technological Education (CTE) Program:

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

LEVEL II
Grades
9-10

The Following Courses Are Recommended as part of a Comprehensive CTE VISUAL COMMUNICATIONS Program:

99.0100.10 ***Information Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0200.10 ***Industrial Technology***: Students **may** complete this Level II cluster or attain these competencies.

Visual Communications (continued)

Level III
Grades
11-12

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Level III VISUAL COMMUNICATIONS competencies are addressed in this instructional sequence.

50.0400.10 ***Fundamentals of Visual Communications***: This course prepares students for the creation and interpretation of works and performances that use auditory, kinesthetic and visual phenomena to express ideas and emotions in various forms subject to aesthetic criteria.

One of the following Level III courses will be included as part of the instructional sequence for this program:

50.0400.20 ***Photo Imaging Advanced Applications:*** This course prepares students for application of advanced technical knowledge and skills using a variety of photo imaging techniques and equipment.

50.0400.30 ***Commercial Art Advanced Applications:*** This course prepares students for application of advanced technical knowledge and skills using a variety of commercial art techniques and equipment.

50.0400.80 ***Visual Communications - Cooperative Education:*** This course utilizes cooperative education methodology to combine school based and supervised work based learning experiences directly related to the competencies identified for the ***Visual Communications*** program.

CERTIFICATION ABBREVIATIONS FOR THE VISUAL COMMUNICATIONS PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *IA Industrial Arts*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVI Provisional Vocational Industrial Technology*
- *PVM Provisional Vocational Marketing*
- *PVT Provisional Vocational Education Teacher*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVI Standard Vocational Industrial Technology*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VIT Vocational Industrial and Technical Education*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VTI Vocational Trades and Industrial Education*
- *VTT Vocational Trade and Technical Education*

CERTIFICATE REQUIREMENTS FOR THE VISUAL COMMUNICATIONS PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Industrial Technology	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				
Information Technology	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, PVM, SVB, SVM	Type PVBM, SVBM	Type IA	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI

LEVEL III: The instructor must be vocationally certified according to the following table:

Visual Communications	Type IA	Type AVT, BVT, PVT, SVT Approval VIT	Type AVT, BVT, PVT, SVT Approval VTT	Type AVT, BVT, PVT, SVT Approval VTI	Type PVI, SVI				

Note:

Teacher/Coordinator Cooperative Education (CEN) is required for **50.0400.80.**

Diversified Cooperative Education course **Visual Communications, 50.0400.70** may be a part of the sequence.

The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

Mission Statement

LifeSkills education empowers individuals to take action for the well being of self and others

LIFESKILLS

PROGRAM CODE: 20.0101

DESCRIPTION: Level III

LifeSkills is designed to empower individuals to take action for the well being of self and others in the home, workplace, community and the world. While only a small percentage of students complete college, they will all face the challenges of life after high school. With rising numbers of single parent and dual worker families, students need training in life management and workplace skills. The most chronic and critical social and economic issues that challenge the nation's youth, families, schools and workforce are addressed in the LifeSkills program. Problems such as substance abuse, school dropout, poor nutrition, domestic violence, teen pregnancy, and child abuse have reached epidemic proportions. These problems weigh heavily on families, schools and public budgets. The LifeSkills curriculum prepares individuals to assume responsibility for these issues and to balance home, family and work. Students completing the LifeSkills program will be better able to use these abilities to become productive citizens. The LifeSkills program delivers competencies to strengthen the well-being of individuals and families across the life span, to promote optimal health and wellness, to manage resources to meet the needs of individuals and families and to develop human relations skills.

LifeSkills programs do not generate state funds. Support of Family and Consumer Sciences LifeSkills programs is a permissible local expenditure under the Carl Perkins Act of 1998 [Sec.135(c)(11)]. Measurable goals and objectives are to be submitted on the Basic Grant Application.

Enrollment will be submitted for LifeSkills programs. However, Performance Measures will not be submitted to ADE. LifeSkills programs will be evaluated by the goals and objectives submitted under permissible expenditures on your Basic Grant Application.

LifeSkills competencies include:

1.0 Apply process skills to LifeSkills content
2.0 Formulate career choices
3.0 Demonstrate strategies for obtaining employment
4.0 Evaluate factors that contribute to success in work
5.0 Develop skills for career advancement
6.0 Increase self-acceptance and respect for others
7.0 Apply communication skills to family, work and community situations
8.0 Examine the dimensions of love and commitment
9.0 Analyze families based on social, cultural, economic and psychological factors
10.0 Analyze factors associated with the decision to parent
11.0 Examine growth and development in infancy and childhood
12.0 Examine growth and development in adolescence
13.0 Examine development in the stages of adulthood
14.0 Examine the relationship of physical, emotional and mental health to wellness
15.0 Examine the role of responsibility for personal wellness
16.0 Examine the relationship of nutrition, food and fitness to wellness
17.0 Develop personal and family financial management skills

PROGRAM: **LifeSkills**

PROGRAM CIP CODE: **20.0101**

DESCRIPTION: *The **LifeSkills** program is designed to empower individuals to take action for the well being of self and others in the home, workplace, community, and the world. LifeSkills prepares individuals to assume responsibility to balance home, family and work. The LifeSkills program delivers competencies to strengthen the well-being of individuals and families, and to develop human relations skills. The core competencies are transferable into related paid occupations. The program utilizes a delivery system made up of three integral parts: formal technical instruction, experiential learning through community service-learning and the Career and Technical Student Organization, FCCLA.*

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Level I Grades 7-8 ***The following course is recommended as part of a Comprehensive Career and Technical Education (CTE) Program:***

90.0000.10 ***Technological Foundations:*** All students **should** complete Level I experience or attain these competencies.

Level II Grades 9-10 ***The following courses are recommended as part of a Comprehensive CTE LIFESKILLS Program:***

99.0500.10 ***Human Services Technology:*** Students **should** complete this Level II cluster or attain these competencies.

99.0300.40 ***Applied Biological Systems – Food Science:*** Students **may** complete this Level II cluster or attain these competencies.

99.0400.10 ***Business Management Technology:*** *Students **may** complete this Level II cluster or attain these competencies.*

Lifeskills (continued)

Level III
Grades
11-12

The following describes the recommended sequence of courses for the Level III LIFESKILLS competencies. All of the competencies are addressed in the instructional sequence.

20.0101.10 ***LifeSkills Fundamentals:*** This course prepares students to understand the nature, function, and significance of human relationships. It includes developmental needs of individuals throughout the life span, personal responsibility for actions, diversity, communication, the establishment and maintenance of relationships, parenthood, family life, nutrition and wellness, employability, resource management and community service.

One of the following Level III courses will be included as part of the instructional sequence for this program:

20.0101.20 ***LifeSkills Integration:*** This advanced course prepares students to integrate and apply employability skills, human relationship strategies, parenting competencies and wellness responsibilities.

20.0101.90 ***Service-Learning in the Community:*** This course utilizes community-based experiences to provide service-learning opportunities, directly related to the community service competencies identified in the ***LifeSkills*** program.

CERTIFICATION ABBREVIATIONS FOR THE LIFESKILLS PROGRAM

CERTIFICATE TYPES:

- *AVT Adult Vocational Education Teacher (Not eligible for Co-Op Endorsement)*
- *BVT Basic Vocational Education Teacher*
- *PVA Provisional Vocational Agriculture*
- *PVB Provisional Vocational Business*
- *PVBM Provisional Vocational Business and Marketing*
- *PVM Provisional Vocational Marketing*
- *PVF Provisional Vocational Family Consumer Sciences*
- *PVH Provisional Vocational Health Occupations*
- *PVT Provisional Vocational Education Teacher*
- *SVA Standard Vocational Agriculture*
- *SVB Standard Vocational Business*
- *SVBM Standard Vocational Business and Marketing*
- *SVF Standard Vocational Family Consumer Sciences*
- *SVH Standard Vocational Health Occupations*
- *SVM Standard Vocational Marketing*
- *SVT Standard Vocational Education Teacher*

APPROVAL TYPES:

- *VAG Vocational Agriculture*
- *VBS Vocational Business*
- *VDE Vocational Distributive Education*
- *VFC Vocational Family & Consumer Sciences*
- *VHE Vocational Home Economics*
- *VHO Vocational Health Occupations*
- *VME Vocational Marketing Education*
- *VOE Vocational Office Education*
- *VRO Vocational Related Occupations*

CERTIFICATE REQUIREMENTS FOR THE LIFESKILLS PROGRAM

LEVEL I: The instructor, or one member of the teaching team*, must be vocationally certified. (Allows for any Vocational certification.)

LEVEL II: The instructor, or one member of the teaching team*, must be vocationally certified according to the following table:

Human Services Technology	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH			
Applied Biological Systems	Type AVT, BVT, PVT, SVT Approval VAG	Type PVA, SVA	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF	Type AVT, BVT, PVT, SVT Approval VHO	Type PVH, SVH	
Business Management Technology	Type AVT, BVT, SVT, PVT Approval VDE	Type AVT, BVT, SVT, PVT Approval VME	Type PVM, SVM	Type PVBM, SVBM	Type AVT, BVT, PVT, SVT Approval VOE	Type AVT, BVT, PVT, SVT Approval VBS	Type PVB, SVB		

LEVEL III: The instructor must be vocationally certified according to the following table:

LifeSkills	Type AVT, BVT, PVT, SVT Approval VHE	Type AVT, BVT, PVT, SVT Approval VRO	Type AVT, BVT, PVT, SVT Approval VFC	Type PVF, SVF					

Note:
Teacher/Coordinator Cooperative Education (CEN) is required for **00.0000.80**
Diversified Cooperative Education course **LifeSkills, 00.0000.70** may be a part of the sequence.
The teacher must hold a Teacher/Coordinator Cooperative Education (CEN) endorsement.

* A team is more than one teacher. All the team members are involved in instruction and coordinate delivery of the competencies.

OCCUPATIONAL CLUSTERS

All of Arizona's Comprehensive Career and Technical Education Programs fall within one of these six occupational clusters:

- Agricultural Education
- Business Education
- Family and Consumer Sciences Education
- Health Careers Education
- Industrial Technological Education
- Marketing Education

Each of these occupational clusters represents a group of related occupations and their necessary preparatory subject matter. These occupational clusters also identify the subject matter expertise required for both teacher certification and student career and technical education organizations.

A description of each of these six occupational clusters begins on the next page.

AGRICULTURAL EDUCATION

The mission of Agricultural Education in Arizona is to provide a total educational system with educational programs *in* and *about* agriculture. In conducting these programs, agricultural educators aspire to excellence in recruiting, preparing and supporting individuals in and for careers in agriculture and other related professions.

Agricultural Education's philosophy and goals are that it is an integral segment of public education which prepares students for: employment in agricultural occupations; continuing education and training offered by private and public postsecondary institutions; business and industry; and agricultural business ownership and/or managerial responsibilities. A coherent sequence of instruction, Agricultural Education provides for curriculum articulation enabling students to progress from basic through specialized competencies. The essential components of education in agriculture are formal instruction, experiential education, leadership and personal development.

The design of the Agricultural Education program includes a coherent sequence of instruction and learning. The curriculum framework for the Comprehensive Program includes Level I, Technological Foundations; Level II, Applied Biological Systems-Agriculture; and a Level III competency program, Agriscience, Horticulture or Renewable Natural Resources. A Tech Prep articulated sequence of academic and career and technical instruction between Levels III and IV (community colleges) builds and reinforces strong, systemic, comprehensive linkages between secondary and postsecondary institutions.

Comprehensive Agricultural Education curricula are delivered through competency-based experiences, which allow students to refine academic skills while developing and applying specific occupational skills. These experiences are supported through intra-curricular leadership development programs offered by FFA Chapters affiliated with the Arizona Association FFA and the National FFA.

CONTACT PERSONS:

State Supervisor, Agricultural Education
602-542-5356

FFA Executive Secretary
602-542-5564

Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
Fax: 602-542-1849
1-800-352-4558 (ADE Receptionist)

BUSINESS EDUCATION

The mission of Business Education is to work cooperatively with the business community to continuously improve the contents and delivery of Business Education programs. Success of this program will result in the preparation of all individuals to live and work as productive citizens in our global society by providing essential business experiences, education and training.

The goals of Business Education are to: provide all students opportunities to acquire business knowledge and technical skills needed to function effectively in their careers; provide a continuous program of planned learning experiences designed to help students effectively make intelligent economic decisions; produce and distribute goods and services as competent workers; and use results of production as wise consumers.

The design of the Comprehensive Business Education program includes a coherent sequence of instruction and learning. The curriculum framework for the Comprehensive Program includes: Technological Foundations (Level I) competencies and Business Management Technology (Level II) competencies. Business experts have identified occupationally specific (Level III) competencies in five occupational areas: Accounting, Administrative Information Services, Financial Services, Business Management and Administrative Services, and Business Information Technology Services. A Tech Prep articulated sequence of academic and career and technical instruction between Levels III and IV builds and reinforces strong, systematic, comprehensive linkages between secondary and postsecondary institutions.

Comprehensive Business Education curricula are delivered through competency-based instruction including school based and work based experiences, which allow students to refine academic skills while developing and applying specific occupational business skills. These experiences are supported through Cooperative Office Education work experience and the co-curricular leadership development programs of Future Business Leaders of America (FBLA).

CONTACT PERSONS:
State Supervisor, Business Education
FBLA/PBL State Chairperson
602-542-5046

FBLA State Adviser
602-542-5350

Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
Fax: 602-542-1849
1-800-352-4558 (ADE Receptionist)

FAMILY AND CONSUMER SCIENCES EDUCATION

The mission of Family and Consumer Sciences Education is to prepare students for family life, work life and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for them to live and work as productive citizens in a global society.

The goal of Family and Consumer Sciences Education is to strengthen the well being of individuals and families across the life span, become responsible citizens and leaders in families, community and work settings and promote optimal nutrition and wellness. Family and Consumer Sciences Education promotes management of resources to meet the material needs of individuals and families as they function as producers and consumers of goods and services. Critical thinking skills are developed to address problems in diverse family, community and work environments while appreciating human worth and accepting responsibility for one's actions.

The design of the Comprehensive Family and Consumer Sciences Education program includes a coherent sequence of instruction and learning. The curriculum framework for the Comprehensive Program includes Level I, Technological Foundations; Level II, Applied Biological Systems-Food Science and Human Services Technology; and a Level III competency program including Food Production/Culinary Arts, Early Childhood Professions, Hospitality Services, Apparel Design and Merchandising and LifeSkills. Cooperative Education may be included as part of the instructional sequence at Level III. A Tech Prep articulated sequence of academic and career and technical instruction between Level III and Level IV (Community College) builds and reinforces strong, systemic, comprehensive linkages between secondary and postsecondary institutions.

Comprehensive Family and Consumer Sciences Education curricula are delivered through competency-based experiences, which allow students to refine academic skills while developing and applying specific occupational skills. These experiences are supported through co-curricular leadership development programs offered by FCCLA (Family, Career and Community Leaders of America).

CONTACT PERSONS: State Supervisor, Family and Consumer Sciences Education
Education
602-542-5487

FCCLA Advisor
602-542-3040

Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
Fax: 602-542-1849
1-800-352-4558 (ADE Receptionist)

HEALTH CAREERS EDUCATION

The mission of Health Careers Education is to work in cooperation with businesses, professionals and educators to continuously improve opportunities for young people to explore and experience careers in health care. Our goal is to prepare all individuals to live and work as productive citizens in our global society by providing essential work, education, and training experiences.

The goal of Health Careers Education is to provide competency-based programs that prepare students for employment in the health care sectors of the economy or into articulation with advanced training at the postsecondary level. Health Careers Education may take place through school based and work based activities including classroom instruction, hands-on laboratory experiences, industry based clinical experiences, and cooperative education programs with industry.

The design of the Comprehensive Health Careers Education program includes a coherent sequence of instruction and learning. The curriculum framework for the Comprehensive Program includes Level I, Technological Foundations; Level II, Applied Biological Systems-Health or the optional Human Services Technology; and a Level III competency program in an approved health career area. A Tech Prep articulated sequence of academic and career and technical instruction between Levels III and IV (Community Colleges) builds and reinforces strong, systemic, comprehensive linkages between secondary and postsecondary institutions.

Comprehensive Health Careers Education curricula are delivered through competency-based experiences, which allow students to refine academic skills while developing and applying specific occupational skills. These experiences are supported through co-curricular leadership development programs offered by SkillsUSA-VICA.

CONTACT PERSONS: State Supervisor, Health Careers Education
602-542-3374

SkillsUSA-VICA State Advisor
602-542-5565

Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
Fax: 602-542-1849
1-800-352-4558 (ADE Receptionist)

INDUSTRIAL TECHNOLOGICAL EDUCATION

The mission of Industrial Technological Education is to work in cooperation with businesses, professionals, apprenticeships, trades, and industries to continuously improve the contents of all Industrial Technological Education programs. Our goal is to prepare all individuals to live and work as productive citizens in our global society by providing essential work, education, and training experiences.

The goal of Industrial Technological Education is to provide competency-based programs that prepare students for employment in the Industrial/Technological sectors of the economy, or into articulation with advanced training at the postsecondary level. This will be done in agreement with the State Approved Plan. Learning for Industrial/Technological Education may take place through school based and work based activities including classroom instruction, hands-on laboratory experiences, cooperative programs with industry, or apprenticeship/internship experiences.

The design of the Comprehensive Industrial Technological Education program includes a coherent sequence of instruction and learning. The curriculum framework for the Comprehensive Program includes: Level I, Technological Foundations; a Level II, that might be Informational Technology or Industrial Technology or another approved Level II, and a Level III competency program in an approved occupational area. A Tech Prep articulated sequence of academic and career and technical instruction between Levels III and IV builds and reinforces strong, systemic, comprehensive linkages between secondary and postsecondary institutions.

Comprehensive Industrial/Technological Education curricula are delivered through competency-based experiences, which allow students to refine academic skills while developing and applying specific occupational skills. These experiences are supported through co-curricular leadership development programs offered by SkillsUSA-VICA

CONTACT PERSONS: State Supervisor, Industrial Technological Education
602-542-5423

SkillsUSA-VICA State Advisor
602-542-5565

Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
Fax: 602-542-1849
1-800-352-4558 (ADE Receptionist)

MARKETING EDUCATION

The mission of Marketing Education is to work cooperatively with the business community to continuously improve the contents of marketing education programs to prepare all individuals to live and work as productive citizens in our global society by providing essential marketing and business experiences, education, and training.

The goals of Marketing Education are to: provide employment in marketing and management occupations, continuing education and training offered by postsecondary institutions, business, and industry, and business ownership and/or managerial responsibilities.

The design of the Comprehensive Marketing Education program includes a coherent sequence of instruction and learning. The curriculum framework for the Comprehensive Program includes: Technological Foundations (Level I) competencies and Business Management Technology (Level II) competencies. However, a student may also choose from Information Technology (Level II) competencies or from Human Services (Level II) competencies. There are three occupational areas with specific Level III competencies from which a student may choose: Sales and Marketing, Hospitality Services and Financial Services. A Tech Prep articulated sequence of academic and career and technical instruction between Levels III and IV builds and reinforces strong, systemic, comprehensive linkages between secondary and postsecondary institutions.

Comprehensive Marketing Education curricula are delivered through competency-based instruction including school based and work based experiences, which allow students to refine academic skills while developing and applying specific occupational Marketing skills. These experiences are supported through cooperative education work experience and co-curricular leadership development programs offered by DECA.

CONTACT PERSONS: State Supervisor, Marketing Education
602-542-5049

DECA State Advisor
602-542-5354

Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
Fax: 602-542-1849
1-800-352-4558 (ADE Receptionist)

DATA REPORTING OVERVIEW

The Handbook is the primary resource document needed to complete all data reporting. The Career and Technical Education Division will provide/mail districts the following additional documents each year:

- Calendar of specific due dates
- 40th and 100th Day Course Enrollment Report Forms, and/or reminder letter of due date for submission of reports
- Program Enrollment Report Form
- Placement Student Survey Report
- Concentrator Reports

The data submitted to the Arizona Department of Education on these reports **are used to generate the Career and Technical Education State Block Grant Funding.** The Management Information Services Unit staff will review and process the completed forms as they are submitted. Verification reports will be returned to districts for signature and return to ADE verifying submission of data. In some cases, verification reports returned to districts may need corrections and resubmission.

Districts may select one of the following options for submission of Course Enrollment data:

- Paper (forms are generated for those districts who have submitted by paper in the past)
- Disk (file must be in ASCII text format)
- Web-site address for ASCII format: http://www.ade.state.az.us/services/mis/filelayout/voced.asp
- Email to STWDataCollection@ade.az.gov(file attachment must be in ASCII text format)

Data reporting activities are important. **They require accuracy and time to complete**. The information in the section of this Handbook will be of assistance in completing the required reporting documents.

The information in this section has been organized to reflect the order reports are due to the Arizona Department of Education and includes:

Course Enrollment Reports

40th Day Enrollment Report (original and verification)
100th Day Enrollment Report (original and verification)

End of the Year Reports

Comprehensive Program Enrollment Report
Placement Student Survey Report
Concentrator Reports

If you have questions please contact the Management Information Systems Unit for assistance. Phone: 602-542-5711 or 602-542-5486

40th DAY COURSE ENROLLMENT

VOCI 01

NOTE: A.R.S. 15-902.G requires that districts report vocational education student enrollment data to the Department of Education within 12 days after the district's 40th day in session and the district's 100th day in session. These dates vary from district to district so each district will need to determine the district's due date.

The 40th Day Course Enrollment data is to be reported on all Career and Technical Education (CTE) classes and **represents one-half of the data used to determine State Board formula funding** for CTE programs (total enrollment is the average enrollment for 40th and 100th days). This enrollment collection system emulates the state Average Daily Membership (ADM) reporting system used for general education funding. The difference between the two is that ADM requires students be counted every day during the school year. The resulting number is then averaged for the year. The CTE enrollment system captures actual enrollment on the 40^{th} day and 100^{th} day of school. The 40^{th} and 100^{th} day count data are averaged and the resulting number is the enrollment figure for each course for the year. Since all students enrolled in CTE courses are counted, this is called duplicated enrollment as one student may be enrolled in more that one course. The 40^{th} and 100^{th} day forms collect information on every CTE course your district offers and includes the district, school, course number, semester, period, teacher number, grade level, and special population information. Some fields are used to report unusual course information: students attending another district, or a course taught by a college instructor.

Districts report on Level I, II, and III courses. But only Level III courses that are part of an approved program and taught by appropriately certified teachers will generate state funding. Special population students must be receiving services under the provisions of an IVEP to be reported as a special population category. These students are to be reported only in their most prominent category (unduplicated). Please contact your assigned Federal Programs Specialist regarding questions on this topic.

Enrollment, reported by course, is related to programs on the CTE Program List. The CTE Program List, along with the average student counts, is the basis of the state CTE enrollment funding formula.

CTD: ______ SCH: ___

COUNTY: ______________

DISTRICT: ____________________

SCHOOL: ____________________

RETURN TO: ARIZONA DEPARTMENT OF EDUCATION
STW VOCATIONAL/ADULT EDUCATION
MANAGEMENT INFORMATION SERVICES UNIT
1535 WEST JEFFERSON STREET-SECOND FLOOR
MAIL BOX NO. 36
PHOENIX, AZ 85007
542 - 5486

VOCI01-1
REPORT DATE: 11/15/00
PAGE___ OF ___

SECONDARY STW VOCATIONAL EDUCATION COURSE ENROLLMENT REPORT
SCHOOL YEAR 2000-2001

****
* 40TH DAY REPORT *
****

IMPORTANT: THIS FORM SHOULD BE USED TO REPORT COURSE ENROLLMENT ONLY.

ONLY STUDENTS WHO YOU HAVE CLASSIFIED AS RESIDENT STUDENTS SHOULD BE REPORTED ON THIS FORM.

I CERTIFY THAT THE INFORMATION SUBMITTED IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.

DATE ______________ SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL ______________

CONTACT PERSON ______________________ PHONE ______________

							SPECIAL NEEDS					ENROLLMENT COUNTS							NUMBER OF STUDENTS TAKING VOC. COURSES IN ANOTHER SCHOOL AND SCHOOL NO.	
COURSE CODE COURSE TITLE	PER	MIN PER WEEK	NO. OF WKS	ROOM	TCH PRP	CERTIFICATE NO TEACHER'S NAME	HAND CAPD	LEP	ECON DIS ADV	ACAD DIS ADV	SNGL PRNT	M	F	09	10	11	12	TOTAL	COUNT	CTDS

Sample

40TH DAY VERIFICATION REPORTS
VOCI 11-1
VOCI 11-2

The data, which has been submitted for district 40th Day Enrollment Reports will be keyed and exported onto the Course Enrollment Master, the VOCI 21 Report. A printout will be mailed titled **40th Day Verification Report.** This report provides the opportunity to verify the data and to make corrections, if needed. The Verification Report will be mailed in one or two sections:

A. **Records Added to the Vocational Education Course Enrollment file, VOCI 11-1.** The enrollment data from a school/district which has been added to the Voc Ed Course Enrollment Master - VOCI 21 files. Since this data is used to determine funding, it should be reviewed for accuracy. If all the data is correct as submitted, the district will receive only this Verification Report, the VOCI 11-1.

B. **Records Not Added to the Vocational Education Course Enrollment file, VOCI 11-2.** The district will receive this report if the enrollment data from a school/district cannot be added to the Voc Ed Course Enrollment Master - VOCI 21 files because of errors. Since this data is used to determine funding, it is critical that the problems/solutions be identified and corrected prior to the deadline. A calendar with specific dates will be mailed annually to you. Error messages are listed under each line of data on this report, identifying data corrections that need to be made. A "Common Errors" booklet is also included with the reports to assist with the identifying and resolving of data errors. Some of the common errors are:

- Invalid district or school number
- Invalid course number
- Certification issues
- Total does not agree with the sum of the individual grade counts
- Course has minutes outside of the normal range
- Course meets for over 1200 minutes per week

311

Sample

```
CTD: ______  SCH: ___            RETURN TO: ARIZONA DEPARTMENT OF EDUCATION               VOCI01-1
                                            STW VOCATIONAL/ADULT EDUCATION                REPORT DATE:  11/15/00
COUNTY:  ___________                    MANAGEMENT INFORMATION SERVICES UNIT              PAGE___ OF ___
                                        1535 WEST JEFFERSON STREET-SECOND FLOOR
DISTRICT: ______________________                  MAIL BOX NO. 36
                                                  PHOENIX, AZ  85007
SCHOOL:   ______________________                   542 - 5486

                                     SECONDARY STW VOCATIONAL EDUCATION COURSE ENROLLMENT REPORT
                                                   SCHOOL YEAR 2000-2001
IMPORTANT: THIS FORM SHOULD BE USED               **********************                  ONLY STUDENTS WHO YOU HAVE
           TO REPORT COURSE ENROLLMENT ONLY.      *   40TH DAY REPORT  *                  CLASSIFIED AS RESIDENT STUDENTS
                     ------            ----       **********************                  SHOULD BE REPORTED ON THIS FORM.
                                                                                          -------------------------------

                         I CERTIFY THAT THE INFORMATION SUBMITTED IS TRUE AND CORRECT TO THE BEST OF MY
                         KNOWLEDGE, AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.

                         ___________      _________________________________________________
                             DATE               SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

                         CONTACT PERSON  ____________________________     PHONE  __________                  NUMBER OF
                                                                                                             STUDENTS
                                                                                                             TAKING VOC.
                                                                                                             COURSES IN
                                                           SPECIAL NEEDS                                     ANOTHER SCHOOL
  COURSE CODE       P MIN  NO.         CERTIFICATE NO*      ECON  ACAD              ENROLLMENT COUNTS        AND SCHOOL NO.
------------------  E PER  OF      TCH --------------*HAND   DIS   DIS  SNGL
  COURSE TITLE     :R WEEK WKS ROOM PRP TEACHER'S NAME*CAPD LEP ADV   ADV  PRNT* M    F    09   10   11   12 *TOTAL  COUNT   CTDS
==================+=+====+===+====+===+==============*====+====+====+====+====*====+====+====+====+====+====*======+=====+=======
                  : :    :   :    :   :              *    :    :    :    :    *    :    :    :    :    :    *      :     :
------------------: :    :   :    :   :--------------*    :    :    :    :    *    :    :    :    :    :    *      :     :
                  : :    :   :    :   :              *    :    :    :    :    *    :    :    :    :    :    *      :     :
==================+=+====+===+====+===+==============*====+====+====+====+====*====+====+====+====+====+====*======+=====+=======
                  : :    :   :    :   :              *    :    :    :    :    *    :    :    :    :    :    *      :     :
------------------: :    :   :    :   :--------------*    :    :    :    :    *    :    :    :    :    :    *      :     :
                  : :    :   :    :   :              *    :    :    :    :    *    :    :    :    :    :    *      :     :
==================+=+====+===+====+===+==============*====+====+====+====+====*====+====+====+====+====+====*======+=====+=======
                  : :    :   :    :   :              *    :    :    :    :    *    :    :    :    :    :    *      :     :
------------------: :    :   :    :   :--------------*    :    :    :    :    *    :    :    :    :    :    *      :     :
                  : :    :   :    :   :              *    :    :    :    :    *    :    :    :    :    :    *      :     :
==================+=+====+===+====+===+==============*====+====+====+====+====*====+====+====+====+====+====*======+=====+=======
```

```
REPORT NAME: VOCI11-2        ERROR REPORT         ARIZONA DEPARTMENT OF EDUCATION                     REPORT DATE: 11/28/00
                                        40TH DAY STW VOCATIONAL ENROLLMENT VERIFICATION REPORT            PAGE         1
                                                     SCHOOL YEAR 2000-2001
CTD:                     SCH:
COUNTY:
DISTRICT:                                   *RECORDS NOT ADDED TO THE VOC. ED. ENROLLMENT FILE*
SCHOOL:                                     ----------------------------------------------------

  THE FOLLOWING INFORMATION REFLECTS THE ENROLLMENT DATA SUBMITTED BY YOUR DISTRICT.
  PLEASE REVIEW IT FOR CORRECTNESS.  BASIC ERRORS HAVE BEEN UNDERLINED, AND ERROR MESSAGES INCLUDED.
  RECORDS WITH ERRORS WILL NOT BE ADDED TO THE ENROLLMENT FILE AND THE STUDENTS WILL NOT BE  COUNTED FOR FUNDING.

  PLEASE MAKE ANY CHANGES IF REQUIRED, SIGN THE REPORT, AND RETURN IT TO THE:
```

312

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```
                                                         ARIZONA DEPARTMENT OF EDUCATION
                                                           STW VOCATIONAL EDUCATION
                                                 MANAGEMENT INFORMATION SERVICES UNIT, BOX 36
                                                          1535 WEST JEFFERSON STREET
                                                             PHOENIX, AZ  85007
                                                                  542-5486

          I CERTIFY THAT THE INFORMATION SUBMITTED IS TRUE AND CORRECT TO THE BEST OF MY
          KNOWLEDGE, AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.

          --------------      ------------------------------------------------------------
               DATE                     SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

                                                                                                                    NUMBER OF
          CONTACT PERSON --------------------------------     PHONE -----------------                               STUDENTS
                                                                                                                    TAKING VOC.
                                                                                                                    COURSES IN
                                                                     SPECIAL NEEDS                                  ANOTHER SCH.
                              MIN  NO                                    ECON ACAD           ENROLLMENT COUNTS      AND SCH. NO.
TRAN COURSE CODE              PER  OF       TECH CERTIFICATE NO.          DIS DIS
CODE COURSE TITLE    TERM PER WEEK WKS ROOM PREP TEACHER'S NAME HNDCP LEP ADV ADV SP   M    F   09  10  11  12 TOTAL COUNT  CTDS
---------------------------------------------------------------------------------------------------------------------------------

 A   08.0700.80         1   2 0275 18   2319  Y   599774444      000 000 000 000 000 0003 0006 000 000 000 009 0009 0000 000000000
     Sales & Mkt COOP         ****                JONES          CF
          **** MINUTES LESS THAN 1100 FOR COOPERATIVE EDUCATION

*** *** *** *** ****
**** THE SUM OF GRADES 9-12 DOES NOT EQUAL THE TOTAL ENROLLMENT
**** THE SUM OF (GRADES 9-12) AND THE SUM OF (MALE + FEMALE ENROLLMENT) ARE NOT EQUAL
```

100th DAY COURSE ENROLLMENT

VOCI 01

The 100th Day Course Enrollment data is to be reported on all Career and Technical Education (CTE) classes and represents one-half of the data used to determine State Board formula funding for CTE programs. The total enrollment is the average enrollment for 40th and 100th days.

See 40th Day Course Enrollment for complete description.

```
CTD: ______  SCH: ___                        RETURN TO: ARIZONA DEPARTMENT OF EDUCATION                  VOCI01-1
STW VOCATIONAL/ADULT EDUCATION                         REPORT DATE:  11/15/00
COUNTY:       ____________                   MANAGEMENT INFORMATION SERVICES UNIT                        PAGE___  OF ___

DISTRICT:     _________________________                 MAIL BOX NO. 36
PHOENIX, AZ  85007
SCHOOL:       _________________________                   542 - 5486

SECONDARY STW VOCATIONAL EDUCATION COURSE ENROLLMENT REPORT
SCHOOL YEAR 2000-2001
IMPORTANT: THIS FORM SHOULD BE USED                  **********************                  ONLY STUDENTS WHO YOU HAVE
TO REPORT COURSE ENROLLMENT ONLY.                    *  100TH DAY REPORT  *                  CLASSIFIED AS RESIDENT STUDENTS
------         ----                 **********************          SHOULD BE REPORTED ON THIS FORM.
--------------------------------

I CERTIFY THAT THE INFORMATION SUBMITTED IS TRUE AND CORRECT TO THE BEST OF MY
KNOWLEDGE, AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.

______________            ____________________________________________________________
DATE                      SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

CONTACT PERSON  ______________________________      PHONE  ________________           NUMBER OF
STUDENTS
TAKING VOC.
COURSES IN
SPECIAL NEEDS                                     ANOTHER SCHOOL
COURSE CODE        P MIN  NO.      CERTIFICATE NO*       ECON  ACAD           ENROLLMENT COUNTS              AND SCHOOL NO.
------------------ E PER  OF      TCH --------------*HAND      DIS  DIS  SNGL
COURSE TITLE      :R WEEK WKS ROOM PRP TEACHER'S NAME*CAPD LEP  ADV  ADV  PRNT* M    F    09   10   11   12 *TOTAL  COUNT   CTDS
==================+=+====+===+====+===+==============*====+====+====+====+====*====+====+====+====+====+====*======+=====+========
: :   :   :   :   :                *    :    :    :    :    *    :    :    :    *         :         :
------------------: :   :    :     :   :-------------*    :    :    :    :    *    :    :    :    :    :    *      :     :
: :   :   :   :   :                *    :    :    :    :    *    :    :    :    *         :         :
==================+=+====+===+====+===+==============*====+====+====+====+====*====+====+====+====+====+====*======+=====+========
: :   :   :   :   :                *    :    :    :    :    *    :    :    :    *         :         :
------------------: :   :    :     :   :-------------*    :    :    :    :    *    :    :    :    :    :    *      :     :
: :   :   :   :   :                *    :    :    :    :    *    :    :    :    *         :         :
==================+=+====+===+====+===+==============*====+====+====+====+====*====+====+====+====+====+====*======+=====+========
: :   :   :   :   :                *    :    :    :    :    *    :    :    :    *         :         :
------------------: :   :    :     :   :-------------*    :    :    :    :    *    :    :    :    :    :    *      :     :
: :   :   :   :   :                *    :    :    :    :    *    :    :    :    *         :         :
==================+=+====+===+====+===+==============*====+====+====+====+====*====+====+====+====+====+====*======+=====+========
```

Sample

317

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100TH DAY VERIFICATION REPORTS

VOCI 11-1

VOCI 11-2

The data, which has been submitted for district 100th Day Enrollment Reports, will be keyed and exported onto the Course Enrollment Master Report, VOCI 21. A printout will be mailed titled **100th Day Verification Report.** This report provides the opportunity to verify the data and to make corrections, if needed. The Verification Report will be mailed in one or two sections:

A) **Records Added to the Vocational Education Course Enrollment file, VOCI 11-1**

B) **Records Not Added to the Vocational Education Course Enrollment file, VOCI 11-2**

See 40th Day Verification Reports for complete description.

```
REPORT NAME: VOCI11-1                      ARIZONA DEPARTMENT OF EDUCATION                                 REPORT DATE: 03/08/01
                                   100TH DAY STW VOCATIONAL ENROLLMENT VERIFICATION REPORT                      PAGE        1
                                                  SCHOOL YEAR 2000-2001
CTD:               SCH:
COUNTY:
DISTRICT:                                      *RECORDS ADDED TO THE VOC. ED. ENROLLMENT FILE*
SCHOOL:                                        -----------------------------------------------

  THE FOLLOWING INFORMATION REFLECTS THE ENROLLMENT DATA SUBMITTED BY YOUR DISTRICT.
  PLEASE REVIEW IT FOR CORRECTNESS.

  PLEASE MAKE ANY CHANGES IF REQUIRED, SIGN THE REPORT, AND RETURN IT TO THE:

                                                    ARIZONA DEPARTMENT OF EDUCATION
                                                      STW VOCATIONAL EDUCATION
                                               MANAGEMENT INFORMATION SERVICES UNIT, BOX 36
                                                      1535 WEST JEFFERSON STREET
                                                         PHOENIX, AZ  85007
                                                            542-5486

            I CERTIFY THAT THE INFORMATION SUBMITTED IS TRUE AND CORRECT TO THE BEST OF MY
            KNOWLEDGE, AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.

             -------------       ------------------------------------------------------------
                 DATE                     SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

             CONTACT PERSON --------------------------------      PHONE -----------------
                                                                                                             NUMBER OF
                                                                                                             STUDENTS
                                                                                                             TAKING VOC.
                                                                                                             COURSES IN
                                                                       SPECIAL NEEDS                         ANOTHER SCH.
                                     MIN  NO                             ECON ACAD        ENROLLMENT COUNTS  AND SCH. NO.
TRAN COURSE CODE                     PER  OF        TECH CERTIFICATE NO.  DIS DIS
CODE COURSE TITLE      TERM PER WEEK WKS ROOM PREP TEACHER'S NAME HNDCP LEP ADV ADV SP   M    F  09  10  11  12 TOTAL COUNT  CTDS
---------------------------------------------------------------------------------------------------------------------------------

 A   12.0503.10          2   4 0500 18  h310  N    599774444        001 000 000 000 000 0001 0004 001 001 002 001 0005 0000 000000000
     Food Production Pri                           JONES         M

 A   12.0503.10          2   5 0500 18  h310  N    599774444        000 000 000 000 000 0002 0001 001 001 001 000 0003 0000 000000000
     Food Production Pri                           JONES         M
```

Sample

```
REPORT NAME: VOCI11-2        ERROR REPORT         ARIZONA DEPARTMENT OF EDUCATION                     REPORT DATE: 03/13/01
                                        100TH DAY STW VOCATIONAL ENROLLMENT VERIFICATION REPORT          PAGE        1

DISTRICT:                                     *RECORDS NOT ADDED TO THE VOC. ED. ENROLLMENT FILE*
SCHOOL:                                       ---------------------------------------------------

  THE FOLLOWING INFORMATION REFLECTS THE ENROLLMENT DATA SUBMITTED BY YOUR DISTRICT.
  PLEASE REVIEW IT FOR CORRECTNESS.  BASIC ERRORS HAVE BEEN UNDERLINED, AND ERROR MESSAGES INCLUDED.
  RECORDS WITH ERRORS WILL NOT BE ADDED TO THE ENROLLMENT FILE AND THE STUDENTS WILL NOT BE  COUNTED FOR FUNDING.

  PLEASE MAKE ANY CHANGES IF REQUIRED, SIGN THE REPORT, AND RETURN IT TO THE:

                                                    ARIZONA DEPARTMENT OF EDUCATION
                                                       STW VOCATIONAL EDUCATION
                                            MANAGEMENT INFORMATION SERVICES UNIT, BOX 36
                                                     1535 WEST JEFFERSON STREET
                                                         PHOENIX, AZ  85007
                                                              542-5486

          I CERTIFY THAT THE INFORMATION SUBMITTED IS TRUE AND CORRECT TO THE BEST OF MY
          KNOWLEDGE, AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.

           --------------        ------------------------------------------------------------
                DATE                        SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL
                                                                                                                     NUMBER OF
           CONTACT PERSON --------------------------------     PHONE -----------------                               STUDENTS
                                                                                                                     TAKING VOC.
                                                                                                                     COURSES IN
                                                                     SPECIAL NEEDS                                   ANOTHER SCH.
                             MIN  NO                                     ECON ACAD            ENROLLMENT COUNTS      AND SCH. NO.
                             PER  OF        TECH CERTIFICATE NO.          DIS DIS
TRAN COURSE CODE             PER  OF        TECH CERTIFICATE NO.
CODE COURSE TITLE    TERM PER WEEK WKS ROOM PREP TEACHER'S NAME HNDCP LEP ADV ADV SP    M     F   09  10  11  12 TOTAL COUNT  CTDS
---------------------------------------------------------------------------------------------------------------------------------

 A   99.0400.11         2   5 0268 18  108   N   599774444       000 001 002 000 000 0011 0013 017 003 001 002 0024 0000 000000000
     Business Mgmt Tech                          JONES       LA                               *** *** *** *** ****
          **** THE SUM OF GRADES 9-12 DOES NOT EQUAL THE TOTAL ENROLLMENT
          **** THE SUM OF (GRADES 9-12) AND THE SUM OF (MALE + FEMALE ENROLLMENT) ARE NOT EQUAL
```

Sample

IMPROPER TEACHER CERTIFICATION REPORT
VOCI 17

The purpose of this report is to alert each district to the non-certification status of the teacher for a Career and Technical Education (CTE) program. **This report is disseminated to districts along with the 40th and 100th day Verification reports so that all certifications are in place for program areas before the end of February each school year.**

Errors on the **Improper Teacher Certification Report** include:

- Invalid teacher certification number
- Teacher's certification is invalid for the CTE program
- Certification types, approvals and endorsements not met for the CTE program

The report will also indicate the required certification types, approvals and endorsements.

Sample

```
COUNTY:                                    ARIZONA DEPARTMENT OF EDUCATION                                    VOCI17
TYPE:                                          VOCATIONAL EDUCATION                          REPORT DATE:  01/22/01
DISTRICT:                                INDIVIDUAL STUDENT ACCOUNTING SYSTEM                REPORT PAGE:       191
SCHOOL:                                    IMPROPER TEACHER CERTIFICATION                    SCHOOL PAGE:         1
                                           SECONDARY 40TH DAY -- 2000-2001
                              P T
TEACHER                       E R  CRSE
NUMBER     TEACHER NAME       R M  CODE     CRSE CODE TITLE    CERTIFICATION      ENDORSEMENT  MAJOR    APPROVAL
----------------------------------------------------------------------------------------------------------------------
123707777  J. Smith
                              1 1 48010110 Draft Tech Concepts  SVT                                  VAG

*** TEACHER LACKS REQUIREMENTS ***  CRSE CODE REQUIREMENTS-BVT OR SVT OR PVT OR AVT                  AND VTT OR VTI OR VIT
                                                                                                      OR ITT PVI OR SVI
```

325

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COURSE ENROLLMENT MASTER REPORT
VOCI 21

The purpose of the **Course Enrollment Master Report VOCI 21** is to record district student enrollment data that generates funding by:

- Providing an informational report of data submitted by the district
- Verifying that all the data submitted in the original district 40/100 day course enrollment reports are on VOCI 21
- Assisting in the identification of missing data from original district 40/100 day course enrollment reports that was not accepted on the VOCI 21. The district may make data corrections on the appropriate 40/100 day course enrollment verification reports, **Records Added to the Voc Ed Enrollment File - VOCI 11-1.** Corrections must be made to the lines of data that have been identified with the error messages on the **Records Not Added to the Voc Ed Enrollment File - VOCI 11-2,** in order for that data to be accepted and added on to the Course Enrollment Master report, VOCI 21.

Sample

```
REPORT NAME:  VOCI21-1                        ARIZONA DEPARTMENT OF EDUCATION                                    PAGE      1
REPORT DATE:  01/22/01                    STW VOCATIONAL EDUCATION COURSE ENROLLMENT
                                         MASTER PRINT OF      40TH      DAY ENROLLMENT
                                                  SCHOOL YEAR 2000-2001
CTDS:
COUNTY:                                                                                                        NUMBER OF
DISTRICT:                                                                                                      STUDENTS
SCHOOL:                                                                                                        TAKING VOC.
                                                      SPECIAL NEEDS                                            COURSES IN
                             TECH                                                                              ANOTHER SCH.
 COURSE NO:TM:PER: WKS:PREP: CERT NO : CERT :                  ECON   ACAD
-----------------:----:----:------------------:                 DIS    DIS      :        ENROLLMENT COUNTS              :
COURSE CODE TITLE: MIN:ROOM: TEACHER'S NAME :HNDCP: LEP : ADV : ADV :  SP :  M  :  F  : 09 : 10 : 11 : 12 : TOTAL: CNT:   CTDS
*******************************************************************************************************************************
01.0304.10: 1: 2 : 18 : Y  :599774444:   Y :     :     :     :     :     :     :     :    :    :    :    :      :    :
-----------------:----:----:------------------:   2:   1:   1:   2:     :   6:   4:    :   4:   3:   3:    10:    :
Agrisci-Plant Sci:0270:T102:JONES          :     :     :     :     :     :     :     :    :    :    :    :      :    :
===============================================================================================================================

===============================================================================================================================
01.0304.20: 1: 3 : 18 : Y  :599774444:   Y :     :     :     :     :     :     :     :    :    :    :    :      :    :
-----------------:----:----:------------------:   1:     :     :   3:     :   6:   4:    :    :   7:   3:    10:    :
Agrisci II-Plant :0270:T102:JONES          :     :     :     :     :     :     :     :    :    :    :    :      :    :
===============================================================================================================================

===============================================================================================================================
01.0304.21: 1: 3 : 18 : Y  :599774444:   Y :     :     :     :     :     :     :     :    :    :    :    :      :    :
-----------------:----:----:------------------:   2:     :     :     :     :   2:   5:    :    :    :   7:     7:    :
Agrisci II-Plant :0270:T102:JONES          :     :     :     :     :     :     :     :    :    :    :    :      :    :
===============================================================================================================================

===============================================================================================================================
08.0700.10: 1: 2 : 18 : Y  :599774333:   Y :     :     :     :     :     :     :     :    :    :    :    :      :    :
-----------------:----:----:------------------:     :   9:   4:   4:     :   7:  18:   2:   6:  15:   2:    25:    :
Sales & Marketing:0270:U203:SMITH              :     :     :     :     :     :     :    :    :    :    :      :    :    :
===============================================================================================================================
08.0700.10: 1: 3 : 18 : Y  :599774333:   Y :     :     :     :     :     :     :     :    :    :    :    :      :    :
-----------------:----:----:------------------:     :   8:   2:   5:     :  11:  22:   6:  10:  12:   5:    33:    :
Sales & Marketing:0270:U203:SMITH          :     :     :     :     :     :     :     :    :    :    :    :      :    :
===============================================================================================================================
```

COMPREHENSIVE PROGRAM ENROLLMENT

VOCI 03

NOTE: The current Carl D. Perkins legislation requires the reporting of program enrollment information. ARS 15-781.01 contains similar requirements under Arizona law. Failure to submit the end-of-year report (Program Enrollment) of career and technical students may result in the withholding or discontinuation of state and federal career and technical education funds. In addition, the Concentrator information and Placement follow-up information must be submitted as a part of your Performance Measures documentation that will be submitted by July 1st.

Comprehensive Program Enrollment data reflect demographic data such as enrollment by grade, sex, ethnic group and special populations, and Tech Prep. For special population categories and counts, the district/school must identify the primary need of the student and select it as the student's category. A student is to be reported in no more than one special population category.

Comprehensive Program Enrollment data is collected using unduplicated student counts. Unduplicated enrollment means that each student is counted only once, even if that student is enrolled in more than one program. It is the district's responsibility to use the student's occupational goal when identifying the program for reporting purposes.

The Comprehensive Program Enrollment blank forms are distributed in mid-April each year. Districts are required to submit the end-of-the year reports at the end of the school year. Therefore, it is critical to maintain a system for determining and documenting each student's program area (courses taken are to support the student's program of study). It is also important to remember that each student should be assigned only one Comprehensive Program CIP Code (six digits).

The only codes to be used on the program enrollment form are those listed as CTE Program CIP Codes (six digit) found as a separate tab in this handbook. Use of an invalid code will cause the entire line of data to be rejected. **Do not use Course Codes on this form (eight digits).** *Districts are reminded that they will still need to maintain an individual student record system, which will allow identification of each student's program, gender, ethnicity and special needs classifications and completer status.*

CTD: 150227 SCH: 204

COUNTY: LA PAZ

DISTRICT:

SCHOOL:

RETURN TO: ARIZONA DEPARTMENT OF EDUCATION
STW - VOCATIONAL/ADULT EDUCATION
MANAGEMENT INFORMATION SERVICES UNIT
1535 WEST JEFFERSON STREET-SECOND FLOOR
MAIL BIN #36
PHOENIX, AZ 85007
(602) 542 - 5486

VOCI03-1
REPORT DATE: 05/03/00
PAGE 1

SECONDARY VOCATIONAL EDUCATION PROGRAM ENROLLMENT REPORT

SCHOOL YEAR 1999-2000

****
* FINAL REPORT *
****

IMPORTANT: THIS FORM SHOULD BE USED TO REPORT PROGRAM (UNDUPLICATED) ENROLLMENT ONLY.

ONLY STUDENTS WHO YOU HAVE CLASSIFIED AS RESIDENT STUDENTS SHOULD BE REPORTED ON THIS FORM.

I CERTIFY THAT THE INFORMATION SUBMITTED IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.

DATE ____________

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL ____________

CONTACT PERSON ____________

PHONE ____________

PROGRAM NUMBER	TECH PREP	ENROLLMENT BY GRADE				ENROLL BY SEX		ENROLLMENT BY ETHNIC GROUP AND SEX										ENROLLMENT BY SPECIAL NEEDS GROUP AND SEX										TOTAL PROG
		09	10	11	12	M	F	WHITE		BLACK		HISPANC		INDIAN		ASIAN		HAN		LEP		ECN-DIS		ACA-DIS		SNG-PAR		
								M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	

Sample

FINAL NON-FUNDING REPORT
VOCI 55

This report is intended as a tool to examine current practices related to accountability. It lists occupational courses (11th and 12th grades) that will not generate Career and Technical Education (CTE) funding. Any of these messages may be listed:

"Teacher Uncertified" message means the teacher is uncertified to teach the course listed for that period for any of the following reasons:

- Certification for the teacher may have expired and not been renewed
- Certification process for the teacher was not completed by the February 28th deadline
- Certification application process has not been activated by the teacher

"Not Met Performance Measures" message means the CTE Program is unapproved for any of the following reasons:

- ADE did not receive acceptable Concentrator reports by the July 1st deadline
- ADE did not receive acceptable Placement reports by the July 1st deadline
- After receiving a designation of "program in review", the program does not participate in the ADE directed external assessment and accountability planning process
- Program did not receive provisional approval from ADE

"Insufficient Size" message indicates the average program enrollment submitted on the verified 40th and 100th day VOCI 21 Reports does not meet the Arizona definition of sufficient program size. The sufficient size requirement is based on the high school's ADM:

- High school sites with an ADM of less than 300 must have an average program enrollment of 5 students per semester
- High school sites with an ADM of 300 or more will need an average program enrollment of 10 students per semester

Programs below these average enrollments are of insufficient size and are automatically unapproved programs. Funds are not generated for unapproved programs

"No NOI Filed in April 2001" message indicates the district did not file a Notification of Intent (NOI) for this program for the 2002-2003 school year by April 2001 as required. A new CTE program is defined as any Level III program CIP code not reporting course enrollment and performance measures the previous year. Funds are not generated if an NOI was not filed to ADE by the April 2001 deadline.

For all of the above messages, the result is the same. **Funding potential is lost for the district.** This report will assist district personnel to be aware of funding impact in the hiring of properly certified teachers and the importance of meeting performance measures requirements.

Sample

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VOCI55-1                                    ARIZONA DEPARTMENT OF EDUCATION                              DATE 11/08/00
                                              STW VOCATIONAL EDUCATION                                   PAGE       1
CTY 01 TYPE 02 DIST 01 SCH 205       STATE FUNDING LOST DUE TO STANDARDS OR CERTIFICATION PROBLEMS
                                            FY00 ENROLLMENT - FOR FY01 FUNDING

RATE FOR FULL, WEIGHTED AVERAGE STUDENT COUNT:    $194.70

COUNTY: APACHE
DISTRICT: ST JOHNS UNIFIED DISTRICT
SCHOOL: ST JOHNS HIGH SCHOOL
                                                                                                      TP
COURSE    COURSE                 P MIN. NO.                                11-12     ELIGIBLE      TOTAL    ER
CODE      CODE                   E PER  OF                    TEACHER'S     AVG      WEIGHTED     FUNDING   CE  REASON FOR
          TITLE                  R WEEK WKS  TEACHER'S NAME   CERT NO.      CNT       COUNT        LOST     HP  FUNDING LOST

          NON-ARTICULATED COURSES
          -----------------------

     4. CHILD CARE AND GUID    (WEIGHT - 0.9302325581)

20.020110 Prin of Child Devel  5 0250 18   JOHANSON       555663333     3.00       3.10        $603.72  N  NOT MET PERF.MEASURES

20.020110 Prin of Child Devel  5 0250 18   JOHANSON       555663333     2.50       2.58        $503.10  N  NOT MET PERF. MEASURES

20.020111 Prin of Child Devel  6 0250 18   JOHANSON       555663333     2.50       2.58        $503.10  N  NOT MET PERF. MEASURES

20.020111 Prin of Child Devel  2 0259 18   JOHANSON       555663333     4.50       4.81        $938.18  N  NOT MET PERF. MEASURES

20.020111 Prin of Child Devel  7 0250 18   JOHANSON       555663333     4.50       4.65        $905.58  N  NOT MET PERF. MEASURES

  TOTAL CHILD CARE AND GUID                                            17.00      17.72      $3,453.68

     8. BUILDING TRADES        (WEIGHT - 0.8372093023)

46.999911 Bldg Trades Fund     5 0250 18   JOHANSON       555663333     2.50       2.32        $452.79  N  NOT MET PERF. MEASURES

46.999911 Bldg Trades Fund     5 0250 18   JOHANSON       555663333     2.50       2.32        $452.79  N  NOT MET PERF. MEASURES

46.999920 Bldg Trades Applic   6 0250 18   JOHANSON       555663333     6.50       6.04      $1,177.26  N  NOT MET PERF. MEASURES

  TOTAL BUILDING TRADES                                                15.00      13.77      $2,689.58
```

334

335

SUMMARY NOTIFICATION OF VOCATIONAL EDUCATION ALLOCATIONS

VOCI 62

Eligible Recipient: District name should appear here

County, Type, District: County, type and district number should appear here

Funding Category Titles: Career and Technical Education Block Grant Formula Funding Placement Formula Funding

Allocation: Dollar figure, determined by district student count on the 40th and 100th day reports, appears here

Grand Total Allocations: The total amount of state funding for district generated by your Course Enrollment reporting

(A) **Block Grant Formula Funding:** Formula amounts by course, title and school site. This is the Block Grant dollar figure for the next fiscal year, which was generated by 11th and 12th grade student count from the 40th and 100th Day Course Enrollment Reports.

(B) **Placement Formula Funding:** The placement formula funding figure is generated by the completed surveys returned to Arizona Department of Education (ADE), by the districts on the Website.

APPLICATION FOR BLOCK GRANT FUNDS

Available district enrollment formula funding and the placement formula funding dollar amounts are listed. **Application using the forms on the Website must be made to ADE within sixty (60) days after Final Funding notification.**

If a district selects not to submit an application for the funds, those dollars will be re-divided among the districts that did submit an application for their Block Grant Enrollment and Placement dollars.

11/15/00
ARIZONA DEPARTMENT OF EDUCATION
SUMMARY NOTIFICATION OF
STW VOCATIONAL EDUCATION ALLOCATIONS
FINAL FUNDING REPORT FISCAL YEAR 2001

ELIGIBLE RECIPIENT NORTHEAST UNIFIED DISTRICT

C.T.D. NUMBER 123456

FUNDING CATEGORY TITLES			ALLOCATION
BLOCK GRANT FORMULA FUNDING	(A)	*	$12,624.83
PLACEMENT FORMULA FUNDING	(B)	*	$1,268.30
GRAND TOTAL ALLOCATION		*	$13,893.13

(A) FORMULA AMOUNTS BY COURSE, TITLE AND SCHOOL SITE ARE DETAILED IN YOUR FY 2001 STW VOCATIONAL EDUCATION FUNDING REPORT. (VOCI51)

(B) PLACEMENT RESULTS ARE DETAILED IN YOUR DISTRICTS FY 2001 VOCATIONAL EDUCATION PLACEMENT FUNDING REPORT. THE RESULTS ARE LISTED BY SCHOOL AND PROGRAM.

Sample

PROGRAM ENROLLMENT VERIFICATION REPORT
VOCI 25
and
PROGRAM ENROLLMENT MASTER REPORT
VOCI 26

The data submitted from the district for course enrollment will be processed and districts will receive printouts titled **Program Enrollment Verification and Program Enrollment Master Reports.** These reports are sent for verification of data submitted and may also contain errors that need to be corrected. The Verification Report must be corrected, signed and returned to ADE. The Master Report is provided for district record keeping.

NOTE: The data for the annual report to the Arizona Legislature is drawn from the statewide student count of career and technical programs.

> The **Program Enrollment Verification Report - VOCI 25** provides the opportunity to update the information in the master database. Please make corrections on the verification report.
>
> The **Program Enrollment Master Report - VOCI 26** contains records that are loaded on the ADE database and will be the basis of the Final Program Enrollment Report. This data is used for federal and state reporting purposes.

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REPORT NAME:  VOCI25-1                         ARIZONA DEPARTMENT OF EDUCATION                    REPORT DATE:  06/05/00
                                              SECONDARY STW VOCATIONAL EDUCATION                        PAGE:          1
CTY      TYPE      DIST      SCH            PROGRAM ENROLLMENT VERIFICATION REPORT
                                                   SCHOOL YEAR 99-00
COUNTY:
DISTRICT:
SCHOOL:

  THE FOLLOWING INFORMATION REFLECTS THE PROGRAM ENROLLMENT SUBMITTED BY YOUR DISTRICT.
  PLEASE REVIEW IT FOR CORRECTNESS.  BASIC ERRORS HAVE BEEN UNDERLINED, AND ERROR
  MESSAGES INCLUDED.

  PLEASE MAKE ANY CHANGES IF REQUIRED, SIGN THE REPORT, AND RETURN IT TO THE:

                                                 ARIZONA DEPARTMENT OF EDUCATION
                                                     STW VOCATIONAL EDUCATION
                                              MANAGEMENT INFORMATION UNIT, BOX 36
                                                   1535 WEST JEFFERSON STREET
                                                     PHOENIX, ARIZONA  85007
                                                         (602) 542 - 5486

          I CERTIFY THAT THE INFORMATION SUBMITTED IS TRUE AND CORRECT TO THE BEST OF MY
          KNOWLEDGE, AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.


          _____________    ____________________________________________________
               DATE              SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL


          CONTACT PERSON  ______________________________      PHONE  _______________
--------------------------------------------------------------------------------------------------------------------------------
     *           *TP*                                 *                                        *                            *
     *  PROGRAM  *ER*    ENROLLMENT        *          *            ENROLLMENT BY              *  ENROLLMENT BY SPECIAL     *   TOTAL
TRAN *  CIP CODE *CE*    BY GRADE          * ENROLLMENT *        ETHNIC GROUP AND SEX         *    NEEDS GROUP AND SEX     *  PROGRAM
CODE *  TITLE    *HP* 09    10    11    12 *  BY SEX    *  WHITE BLACK HISPANIC INDIAN ASIAN *  HAND LEP  ECON ACAD  SP   *   COUNT
--------------------------------------------------------------------------------------------------------------------------------

 A      120503    N   10    20    16    12 * MALE:    24      14     0      7      3      0     9    2    0   15    0   *    58
   Food Prod/Culinary                      * FEMALE:  34      27     0      6      1      0     7    1    0   13    0   *
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Sample

339

340

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                                                                                                             PAGE    1
REPORT NAME:  VOCI26-1                        ARIZONA DEPARTMENT OF EDUCATION
REPORT DATE:  08/03/00                            VOCATIONAL EDUCATION
                                           MASTER PRINT - PROGRAM ENROLLMENT

                                                  SCHOOL YEAR 99-00
CTDS:
COUNTY:
DISTRICT:
SCHOOL:
-------------------------------------------------------------------------------------------------------------------------
                              *TP                                *          *       ENROLLMENT BY        *   ENROLLMENT BY SPECIAL        * TOTAL
                              *ER*     ENROLLMENT                * ENROLL *   ETHNIC GROUP AND SEX      *    NEEDS GROUP AND SEX          * PROG
PROG                          *CE*      BY GRADE                 * BY SEX * WHIT  BLAK  HISP INDAN ASAN * HAND  LEPS  ECON  ACAD    SP  * COUNT
CODE  PROGRAM TITLE           *HP*   09    10    11    12        --------------------------------------------------------------------------
-------------------------------------------------------------------------------------------------------------------------
                                                                 *M:   24    14     0     7     3     0     9     2    15    15     0  *    58
120503 Food Prod/Culinary      N     10    20    16    12        *F:   34    27     0     6     1     0     7     1    13    13     0  *
                                                                 *M:   15    11     0     3     1     0     6     0     9     9     0  *    28
200201 Child Care and Guid     N     11     4     6     7        *F:   13     9     0     3     1     0     4     0     6     6     0  *
                                                                 *M:   24    15     0     6     3     0     2     2    10    10     0  *    26
469999 Building Trades         N      5     9     6     6        *F:    2     0     0     2     0     0     0     0     0     0     0  *
                                                                 *M:    1     1     0     0     0     0     0     0     0     0     0  *     2
470100 Electronics Tech        N      0     0     0     2        *F:    1     0     0     1     0     0     0     0     1     1     0  *
                                                                 *M:   22    18     0     4     0     0     3     1     8     8     0  *    26
470604 Auto Technology         N      0    10     6    10        *F:    4     3     0     1     0     0     0     0     3     3     0  *
                                                                 *M:    2     2     0     0     0     0     1     0     0     0     0  *     3
480101 Drafting Technology     N      0     2     0     1        *F:    1     0     0     1     0     0     0     0     0     0     0  *
                                                                 *M:    1     0     0     1     0     0     0     0     0     0     0  *     1
520302 Accounting              N      1     0     0     0        *F:    0     0     0     0     0     0     0     0     0     0     0  *
                                                                 *M:   62    46     0    10     6     0    11     1    21    21     0  *   113
520401 Admin Info Services     N     67    18    10    18        *F:   51    44     0     5     2     0     0     0    18    18     0  *
==========================================================================================================================
                                                                 *M:  151   107     0    31    13     0    32     6    63    63     0  *   257
ENROLLMENT TOTALS                    94    63    44    56        *F:  106    83     0    19     4     0    11     1    41    41     0  *
```

Sample

PRELIMINARY AND FINAL FUNDING REPORTS
BY SCHOOL - VOCI 51-1
BY DISTRICT - VOCI 51-2

Career and Technical Education State Block Grant funding will be allocated for FY 2002 based on each district's CTE enrollment and placement reporting. Seventy five percent of CTE State Block Grant funds will be allocated to CTE enrollment. Twenty five percent of the funds will be allocated to placement. District performance measures data must be submitted in order to be eligible for State Block Grant and Federal Basic Grant funding. Programs must meet, exceed, or make substantial improvement towards the state adjusted levels of performance to ensure continued eligibility for funding. Depending on changes in state legislation, future criteria for distribution of CTE State Block Grant funding will include (in addition to enrollment and placement) academic attainment, work based participation and vocational proficiency.

The information submitted and verified for the 40th and 100th Day Reports is summarized in the Course Enrollment Master Report - VOCI 21. Data from the VOCI 21 report is combined with a formula and then used for generation of the **Preliminary and Final Funding Reports - VOCI 51-1 and VOCI 51-2. VOCI 51-1** reflects funding generated by Courses on the CTE Program List by **school**. **VOCI 51-2** reflects funding generated by Courses on the CTE Program List by **district.** The Preliminary Funding Report allows districts to identify problems that impact state allocations. Some of the problems may include the following:

- The teacher is not certified for a course
- No performance measures were submitted for a program
- No placement counts were submitted for a specific program
- Unapproved programs
- Course code does not match program content
- Course not reported (low student counts)

There are Three Funding Reports:

(A) **Preliminary Funding Report - VOCI 51-1 and VOCI 51-2:** This report provides (*Preliminary*) notification of the funding dollars a district may generate from Block Grant monies. This report also provides the opportunity to verify the enrollment data and to make corrections, if inadvertently, ADE did not record data the district submitted. Previously unrecorded data will be reflected on the Final Funding Reports. All changes to the Preliminary Funding Report must be made through changes to your 40th or 100th day data. Questions regarding teacher certification should be directed to the Grants and Management Information Services Unit at 602-542-5711. Errors related to a course not receiving funds due to Performance Measures issues should be referred to the Program Improvement Unit at 602-542-5358. The Preliminary Funding Report amounts are not final. Do not submit the CTE Block Grant application based on the data. Districts statewide are correcting errors that will affect the final allocations. The CTE Block Grant pool of funds is based on a fixed appropriation.

(B) **Final Enrollment Funding Report - VOCI 51-1 and VOCI 51-2**: This report provides the notification of the Final funding dollars available to the district from Block Grant monies. An application must be completed by the district to generate these monies. For questions related to the state funding formula, please contact Grants and Management Information Services at 602-542-5349.

(C) **Final Placement Funding Report**: Placement funding paid in FY 2002 is for CTE program samplers, concentrators, and completers who graduated in FY 2000 and are in a related placement nine months after graduation. Placements may be in postsecondary education or advanced training, military services, or employment. Funding is earned only if the placement is related to the graduate's secondary CTE program of study. A related placement is one that obviously uses or builds on the occupational competencies acquired in the graduate's secondary CTE program.

VOCI51-1

ARIZONA DEPARTMENT OF EDUCATION
STW VOCATIONAL EDUCATION
PRELIMINARY FUNDING REPORT
FY00 ENROLLMENT - FOR FY01 FUNDING

DATE 10/12/00
PAGE 1

CTY 01 TYPE 02 DIST 01 SCH 205

RATE FOR FULL, WEIGHTED AVERAGE STUDENT COUNT: $238.71

COUNTY: APACHE
DISTRICT: ST JOHNS UNIFIED DISTRICT
SCHOOL: ST JOHNS HIGH SCHOOL

IMPORTANT: THIS REPORT IS NOT A NOTIFICATION OF FUNDING FOR YOUR DISTRICT.IT'S DESIGNED TO BE USED AS A PLANNING TOOL. THE FINAL FUNDING CALCULATIONS WILL BE BASED ON AN AVERAGE OF YOUR 40TH DAY AND 100TH DAY ENROLLMENT COUNTS.

NON-ARTICULATED COURSES

1. ADMIN INFO SERVICES (WEIGHT - 1.0000000000)

COURSE CODE	COURSE CODE TITLE	PER	MIN. PER WEEK	NO. OF WKS	ROOM NO.	TP ER CE HP	TEACHER'S NAME	TEACHER'S CERT NO.	9-12 AVG CNT	11-12 AVG CNT	ELIGIBLE WEIGHTED COUNT	TOTAL ENROLLMENT FUNDING
52.040111	Admin Services	5	0250	18	7	N	ROCKFORD	535984444	3.50	2.50	2.77	$663.08
52.040111	Admin Services	5	0250	18	7	N	ROCKFORD	535984444	5.00	3.50	3.88	$928.32
52.040112	Admin Services	2	0250	18	8	N	ROCKFORD	535984444	7.50	1.00	1.11	$265.23
52.040112	Admin Services	3	0250	18	8	N	ROCKFORD	535984444	4.50	2.00	2.22	$530.47
52.040112	Admin Services	2	0250	18	14	N	ROCKFORD	535984444	6.00	1.00	1.11	$265.23
52.040112	Admin Services	3	0250	18	17	N	ROCKFORD	535984444	4.00	1.00	1.11	$265.23
52.040112	Admin Services	7	0250	18	14	N	ROCKFORD	535984444	8.50	0.50	0.55	$132.62
52.040112	Admin Services	1	0250	18	7	N	ROCKFORD	535984444	10.50	1.50	1.66	$397.85
52.040112	Admin Services	3	0250	18	7	N	ROCKFORD	535984444	7.00	0.50	0.55	$132.62
52.040112	Admin Services	4	0250	18	7	N	ROCKFORD	535984444	9.00	0.50	0.55	$132.62

(ELIGIBLE WEIGHTED COUNT * RATE FOR FULL WEIGHTED AVG STUDENT COUNT = TOTAL FUNDING)
THIS IS NOT A NOTIFICATION OF FUNDING FOR YOUR DISTRICT

Sample

```
VOCI51-2                                    ARIZONA DEPARTMENT OF EDUCATION                          DATE 11/15/00
                                               STW VOCATIONAL EDUCATION                              PAGE       1
CTY    TYPE    DIST                              FINAL FUNDING REPORT
                                           FY00 ENROLLMENT - FOR FY01 FUNDING

RATE FOR FULL, WEIGHTED AVERAGE STUDENT COUNT:      $214.77

COUNTY: APACHE              IMPORTANT: THIS REPORT IS BASED UPON AN AVERAGE OF YOUR 40TH AND 100TH DAY ENROLLMENT COUNTS.
DISTRICT:
                                                                                               TP
COURSE    COURSE                               9-12        11-12       ELIGIBLE        TOTAL     ER
CODE      CODE                               AVERAGE     AVERAGE      WEIGHTED     ENROLLMENT   CE
          TITLE                               COUNT       COUNT         COUNT        FUNDING    HP

          NON-ARTICULATED COURSES
          -----------------------

    1. ADMIN INFO SERVICES    (WEIGHT - 1.0000000000)

52.040111 Admin Services                      8.50        6.00         6.65       $1,431.80    N

52.040112 Admin Services                    105.50       10.00        11.06       $2,386.35    N

52.040113 Admin Services                      1.00        1.00         1.11         $238.63    N

52.040120 Admin Support Sys                   4.50        2.50         2.77         $596.58    N

52.040122 Admin Support Sys                   7.50        6.00         6.66       $1,431.80    N

52.040170 Admin Support COOP                 11.00       11.00        11.00       $2,362.48    N

  TOTAL   ADMIN INFO SERVICES               138.00       36.50        39.25       $8,447.64

    4. CHILD CARE AND GUID    (WEIGHT - 0.9302325581)

20.020110 Prin of Child Devel                11.50        5.50         5.68           $0.00    N

20.020111 Prin of Child Devel                26.50       11.50        12.04           $0.00    N

  TOTAL   CHILD CARE AND GUID                38.00       17.00        17.72           $0.00

     (ELIGIBLE WEIGHTED COUNT * RATE FOR FULL WEIGHTED AVG STUDENT COUNT = TOTAL FUNDING)
```

Sample

FY2001 Final Placement Funding (FY99 Student Names)

FINAL FINAL FINAL FINAL FINAL

CTD 030202 HENRY JONES UNIFIED DISTRICT

CTDS 030202201 HENRY JONES HIGH SCHOOL

ProgramArea BUSINESS

Fiscal Yr	ProgramCl	ProgramTitle	StudentName		Funding
1998	520302	Accounting	SUSAN SMITH		$97.56
1998	520302	Accounting	MIKE SMITH		$97.56
1998	520302	Accounting	DANIEL WARREN		$97.56
1998	520401	Admin Info Services	DARREN SMITH		$97.56
1999	520401	Admin Info Services	ANNABELL LEE		$97.56
1999	520401	Admin Info Services	ANNE MONROE		$97.56
1999	520401	Admin Info Services	JULIE CLARK		$97.56
SUM for 'ProgramArea' = BUSINESS			Count	7	$682.93

ProgramArea FAMILY & CONSUMER SC

Fiscal Yr	ProgramCl	ProgramTitle	StudentName		Funding
1998	120503	Food Prod/Culinary	JAMES MARBELL		$97.56
1998	120503	Food Prod/Culinary	DEBBIE ROSSI		$97.56
1998	120503	Food Prod/Culinary	CLARK KENT		$97.56
1998	120503	Food Prod/Culinary	JENNIFER JONES		$97.56
1999	120503	Food Prod/Culinary	ROBERT SMITH		$97.56
1999	120503	Food Prod/Culinary	JOANNE LASH		$97.56
1999	120503	Food Prod/Culinary	KELLY LITTLEBIT		$97.56
1999	120503	Food Prod/Culinary	RUSSEL CROWN		$97.56
1999	120503	Food Prod/Culinary	JOSEPH CHRISTOPHER		$97.56
SUM for 'ProgramArea' = FAMILY &			Count	9	$878.06

ProgramArea TRADE & INDUSTRY

Fiscal Yr	ProgramCl	ProgramTitle	StudentName		Funding
1998	470604	Auto Technology	VINCENT HERNADEZ		$97.56
1998	470604	Auto Technology	SIMON SMITH		$97.56
1998	470604	Auto Technology	JOSEPH BUDMAN		$97.56
1998	470604	Auto Technology	EDWARD DAVALOS		$97.56
1999	470604	Auto Technology	ERIN WIRTH		$97.56
1999	470604	Auto Technology	TIMOTHY PORPECK		$97.56
1999	470604	Auto Technology	SALLY HOWARD		$97.56
SUM for 'ProgramArea' = TRADE & INDUSTRY			Count	7	$682.93

SUM for School = HENRY JONES HIGH SCHOOL $2,243.92

Sample

CONCENTRATOR AND PLACEMENTY SURVEY REPORTS

The **Concentrator Report** is a report completed at the end of the school year and submitted by districts to count students, by program area, who have left the district. The students whose names appear on the Concentrator Report as graduates are the students who will be followed up for the Placement Student Survey, nine months later. Students who completed a program as a junior in high school, should be counted as Concentrators in the correct program area **the year they graduate.** The Concentrator Report is due each year on July 1st.

The **Placement Survey Report** provides *placement* data for students that have left the district. This information is used in both state and federal reports. It records student demographic and placement information. This information includes the student's name, address, school, program, student type, contact type and completer type. Information about postsecondary education, the military, or enrollment in a related field, is also recorded for each student. The Placement Survey Report is due each year on July 1st.

Districts and schools must submit their Concentrator and Placement Survey Reports electronically. **Paper reports will no longer be accepted.** There are three options for electronic submissions:

- Use the on-line web-based Concentrator and Placement Reports
- Send electronic files on diskettes
- Send file attachments with e-mail

Submitting data on a diskette or e-mail attachment requires the correct format so that information loads into the Performance Measures Database correctly. If you need assistance with electronic reporting and correct record formats contact Grants and Management Information Services at 602-542-7881.

CALENDAR

NOTE: Specific calendar dates will be mailed each year under separate cover.

September	Program Enrollment Verification Reports due to ADE. Performance Measures/Placement Student Survey Verification Reports due to districts from ADE.
October	40th day Course Enrollment blank forms/reminder letters mailed to districts. Final Program Enrollment reports mailed to districts.
November	Districts submit 40th day Course Enrollment reports to ADE, using Course Codes (8 digit). Superintendent or authorized official verifies by signature that information submitted is true and correct.
December	2-3 weeks after the 40th day Course Enrollment Report is due at ADE, the 40th day Course Enrollment verification reports are sent to the districts.
January	The 40th day Course Enrollment verification reports from districts due to ADE. **Changes, corrections, or additions to 40th day Course Enrollment should be final at this date.**
February	Preprinted 100th day Course Enrollment forms/reminder letters mailed to districts. Improperly certified vocational teachers should have correct certification in place by the end of February each year.
March	Districts submit 100th day Course Enrollment reports to ADE, using Course Codes (8 digit). Superintendent or authorized official verifies by signature that information submitted is true and correct. 2-3 weeks after the 100th day Course Enrollment Report is due at ADE, the 100th day Course Enrollment verification reports are sent to the districts.
April	100th day Course Enrollment verification reports due from districts to ADE. **Changes, corrections, or additions to 100th day Course Enrollment should be final at this date.** Blank Program Enrollment forms/reminder letters mailed to districts (These reports should contain only unduplicated head count, by program areas only).
May	

June	Program Enrollment and Reports due to ADE from districts.
August	Program Enrollment Verification Reports are sent to districts.
September	Performance Measures Placement Student Survey Verification Reports to be mailed to districts.
	Performance Measures Placement Student Survey Verification Reports to be returned by districts to ADE.
	Preliminary funding reports, VOCI 51 and VOCI 55, sent to districts.
	Preliminary funding reports response due from districts.
	Program Enrollment Verification reports due to ADE from districts.
October	Final Program Enrollment Reports are sent to districts from ADE.

DEFINITIONS
(In alphabetical order)

Articulated Student – A student who attends another school in another district, or a community college or skill center. Monies from the Career and Technical Education State Block Grant Funding for articulated students are generated to the home district.

Career and Technical Education (CTE) — Organized educational activities in a sequence of courses. The courses provide individuals with academic and technical knowledge and skills. The goal is to prepare individuals for further education and/or for careers in current or emerging employment sectors (other than careers requiring a baccalaureate, masters or doctoral degree). All programs include applied competency-based academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupational-specific skills. Formerly called *Vocational Technical Education (VTE).*

Career and Technical Education Program — A coherent sequence of instruction designed to deliver all state-designated program competencies for any program on the CTE Program List. A program is directly related to preparing individuals for employment in an occupation. Approved and provisionally approved programs qualify to apply for state and federal funding.

Carnegie Unit — One unit of credit awarded in grades 7-12 for a minimum of 120 clock hours of instruction during the regular school year, or 120 clock hours of instruction during summer school.

CIP — (Classification of Instructional Programs). The U.S. Department of Education's standard educational program classification system and includes a uniform numbering system and description of educational programs.

Competency — An educational "construct/concept" or abstraction derived from workplace task, knowledge, skill or ability requirements. State-designated Level I, II and III competencies are those published in CTE curriculum frameworks. The occupational Level III program competencies for each CTE program are used to document and calculate student proficiency for Performance Measure 1.3 (Vocational Attainment).

Competency Attainment — Successful, demonstrated and documented achievement of a competency. Acceptable documentation includes the student's name, each state-designated program competency mastered, date of mastery, method of assessment *and written criteria for judging successful mastery.* Acceptable documentation can include multiple information sources or be a single record per student. Documentation is required for Level III competencies until a state-adopted proficiency assessment is in place.

Completer — A concentrator who passes the state-adopted proficiency assessment **Or** in the absence of a state proficiency assessment, a concentrator who passes at least 80% of the total program competencies and is documented as attaining at least 80% of the occupational Level III program competencies in an approved CTE program. Such a student may also be referred to as a *Program Completer*. The percentage of competencies attained is always calculated as:

$$\frac{\text{Student's documented number of occupational Level III program competencies attained}}{\text{Total number of occupational Level III program competencies}}$$

Concentrator — A student who achieves two Carnegie units/credits in a single CTE program. One unit/credit must be in a Level III course. Such a student may also be called a *Program Concentrator*. Examples include earning:

- 1 credit in Level I and 1 credit in Level III; or
- 1 credit in Level II and 1 credit in Level III; or
- 2 credits in Level III

Note: Although a student can achieve concentrator status in any grade 9-12, ***concentrators are only included on the Concentrator Report when they leave secondary education in the reporting year.***

Contact Phone — The phone number of an individual in the CTE Division who, if needed, can answer questions concerning the information submitted.

Course Code — The 8 digit CIP number associated with CTE courses. The numbers may be found in the CIP Codes and Titles list. The 8th digit may be used by the district to designate course sequencing, using 0-9 as the 8th digit.

Course Title — The title for courses (8 digit number). The titles may be found in the CIP Codes and Titles list.

County Type District School (CTDS) — County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to your school. Contact the Management Information Services Unit, 602-542-5486 or 602- 542-5711, for school CTDS information.

District's Planned Sequence of Courses — The comprehensive coherent sequence of instruction designed to deliver the Levels I, II and III state-designated program competencies for a CTE program. Local sequences are outlined in the district's local application for Carl Perkins Basic Grant funds. The Carnegie units/credits earned in these courses determine the students who achieve concentrator status.

Duplicated Count — One student may be enrolled and counted for data collection purposes in more that one course. Duplicated student count is used when completing Course Enrollment 40th and 100th Day Reports.

Individualized Vocational Education Plan (IVEP) — Required for each vocational student who is a member of a special population category and who is receiving special services in order to succeed in his/her CTE program. An acceptable IVEP is a written plan that specifies all of the following:

- Eligible category in which services are provided to this student
- Student's goals, strengths and weaknesses
- Services required to reach those goals
- Person or agency assigned provide the service
- Student's performance level after receiving the services

Some examples of services, modifications or accommodations include: smaller classes, modification to classroom or equipment, alternative assessment instruments or strategies and/or additional time for completion or tutoring services.

Level III Career and Technical Education Course — A course within a district's planned CTE sequence that delivers occupational Level III program competencies. Course CIP codes 90.0000 and above are not considered Level III.

Minutes Per Week — Funding is based on a minimum of 225 minutes per week per course.

Performance Measures — Set of measures developed and approved by the state Board for Career and Technical Education to measure student outcomes. The process will include a Local Evaluation for the purposes of Program Improvement.

Placement Funding — Funding to districts generated by Career and Technical Education students who have graduated. Their status will be verified by an appropriate survey response to Arizona Department of Education (ADE). Any of following count for placement:

- Employment in a program related position
- Enrollment in postsecondary education or advanced training
- Serving in active military duty

Program — Coherent sequence of instruction, which delivers a set of prescribed State competencies attributed to a specified instructional program.

Program CIP Code — Six-digit code, which identifies the CTE program. Program CIP codes are used on the Comprehensive Program Enrollment Reports, Concentrator Reports and Placement Reports.

Program Title — Title of the CTE Program listed as provided in the Handbook.

Racial and Ethnic Codes — Required information that identifies racial or ethnic groups for reporting purposes. Such information is required on Enrollment, Concentrator and Placement reporting. There are five codes.

- White: A person having origins in any of the original peoples of Europe, North Africa or the Middle East. Excludes persons of Hispanic origin.
- Black: A person having origins in any of the black racial groups in Africa. Excludes persons of Hispanic origin.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original people of North America and maintaining culture identification through tribal affiliation or community recognition.
- Asian or Pacific Islander: A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Shared District Instruction (SDI) — Students that articulate from one school to another ***in the same district.***

Signature of Superintendent or Authorized Official — All completed enrollment forms submitted to ADE must be signed and dated by the appropriate district superintendent or authorized official whose name is on file at ADE as authorized. An "authorized official" may be the district or school vocational director or another designee of the superintendent.

Special Populations — Eligible categories of students who may receive services in order to succeed in Career and Technical Education courses and programs. Services provided must be documented on the student's IVEP. A student may only be reported in one special population category. Report using the **primary/most significant category applicable** to the student from this list of eligible groups:

Handicap/Disabled — Student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows: a physical or mental impairment that substantially limits one or more of the major life activities of that individual; a record of such an impairment; or being regarded as having such an impairment; and **who requires assistance to succeed in his/her CTE program.** Includes those students evaluated under IDEA and determined to be in need of special education and related services, and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

LEP —Student with Limited English Proficiency **who requires assistance to succeed** in his/her CTE program: a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, writing, or understanding the English language, and-

- Whose native language is not English; or-
- Who lives in a family or community environment in which a language other than English is the dominant language

Economically Disadvantaged —Family or individual including foster children, which the Local Educational Agency identifies as low income (on the basis of uniform methods described in the State plan) **and who requires financial assistance to succeed in Career and Technical Education.** Examples of eligibility definitions include:

- Annual income at or below the official poverty line
- Eligibility for free school lunch
- Eligibility for Aid to Families with Dependent Children or other public assistance programs;
- Eligibility for participation in programs assisted under Title I of the WIA

Academically Disadvantaged — Student at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale, or who fails to attain minimum academic competencies, and **who requires assistance to succeed in his/her CTE program.**

Single Parent —Any individual who requires assistance to succeed in his/her CTE program and who:

- Has custody and-
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence

(Note: For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women** are **eligible for services.)

State Designated Program Competencies —The Level I, II and III competencies published in CTE curriculum frameworks available from the Career and Technical Education Division of the Arizona Department of Education. The occupational Level III program competencies for each CTE program are used to document and calculate student vocational proficiency for Performance Measure 1.3 (Vocational Attainment).

Tech Prep —An education program of study that combines at least two (2) years of a secondary Approved Career Technical Education Program, two years of postsecondary career education, and contextual academic education at each level in a non-duplicative sequential course of study. An approved Tech Prep program of study will include documentation of articulation between secondary and postsecondary education agencies supervised by the Director of the approved local Consortium.

Total Grade Enrollment —The total number of students enrolled for the Course Code listed.

Unduplicated Enrollment —Means that a student is counted only once, even if that student is enrolled in more than one program. Unduplicated student count is used on the Program Enrollment and Concentrator Reports.

Unduplicated Reporting —Reporting is required on the Year End Enrollment Report, the Concentrator Report and the Placement Report. Suggested guidelines for determining where to report a student who is enrolled in more than one program include any of the following:

- Reporting the student based on a declared career goal
- Reporting a student based upon the highest number of credits achieved in a CTE program
- Reporting a student based upon their latest CTE program credits achieved

County Type District School (CTDS) 2002

District	School Name	CTDS Number
Agua Fria Union High SD	Agua Fria Union High School	070516201
	Millennium High School	070516202
Ajo Unified District	Ajo School	100215001
Amphitheater Unified District	Amphitheater High School	100210281
	Canyon Del Oro High School	100210282
	Ironwood Ridge High School	100210280
Antelope Union High School District	Antelope Union High School	140550201
Apache Junction Unified District	Apache Junction High School	110243201
Arizona Agribusiness & Equine	Arizona Agribusiness & Equine	078707201
Arizona Career Academy	Pinnacle High School - Mesa	078932002
	Pinnacle High School - Tempe	078932001
Ash Fork Unified District	Ash Fork High School	130231202
Bagdad Unified District	Bagdad High School	130220202
Benson Unified District	Benson Unified High School	020209201
Bicentennial Union High District	Salome High School	150576201
Bisbee Unified District	Bisbee High School	020202201
Blue Ridge Unified District	Blue Ridge High School	090232204
Bowie Unified District	Bowie High School	020214200
Buckeye Union High School Dist	Buckeye Union High School	070501201
	Estrella Foothills High School	070501202
Camp Verde Unified District	Camp Verde High School	130228203
Casa Grande Union High District	Casa Grande Alternative School	110502003
	Casa Grande Union High School	110502001
Catalina Foothills Unified District	Catalina Foothills High School	100216206
Cave Creek Unified District	Cactus Shadows High School	070293204
Chandler Unified District	Chandler High School	070280202
	Hamilton High School	070280223
Chinle Unified District	Chinle High School	010224240
Chino Valley Unified District	Chino Valley High School	130251203

District	School Name	CTDS Number
Colorado City Unified District	Colorado City High School	080214202
Colorado River Union High District	Mohave High School	080502001
	River Valley High School	080502002
Coolidge Unified District	Coolidge High School	110221007
Deer Valley Unified District	Barry Goldwater High School	070297224
	Deer Valley High School	070297219
	Mountain Ridge High School	070297233
	Northwest Education Center	070297026
Douglas Unified District	Douglas High School	020227210
Duncan Unified District	Duncan High School	060202203
Dysart Unified District	Dysart High School	070289205
Eagle's Aerie Schools	Eagle's Aerie School	078725001
East Valley Institute of Technology	EVIT - Apache Junction	070801005
	EVIT - Chandler Air	070801003
	EVIT - Fountain Hills Voc CTR	070801007
	EVIT - Gilbert	070801006
	EVIT - Main	070801001
	EVIT - Scottsdale	070801004
	EVIT - Tempe Auto	070801002
Excel Education Center	Excel Education Ctr - Prescott	138737001
Flagstaff Unified District	Coconino High School	030201282
	Flagstaff High School	030201281
	Sinagua High School	030201283
Florence Unified School District	Florence High School	110201201
Flowing Wells Unified District	Flowing Wells High School	100208210
Fountain Hills Unified Dist.	Fountain Hills Sr High School	070298205
Fredonia Moccasin UD	Fredonia High School	030206203
Ft. Thomas Unified District	Ft. Thomas High School	050207202
Ganado Unified District	Ganado High School	010220204
Gila Bend Unified District	Gila Bend High School	070224002
Gilbert Unified District	Gilbert High School	070241210
	Highland High School	070241211
	Mesquite High School	070241212

District	School Name	CTDS Number
Glendale Union High SD		
	Apollo High School	070505206
	Christown Academy	070505210
	Cortez High School	070505204
	Glendale High School	070505201
	Greenway High School	070505208
	Independence High School	070505209
	Moon Valley High School	070505205
	Sunnyslope High School	070505202
	Thunderbird High School	070505207
	Washington High School	070505203
Globe Unified School District		
	Globe High School	040201004
Grand Canyon Unified District		
	Grand Canyon High School	030204002
Greyhills Academy		
	Greyhills Academy High School	033903001
Hayden-Winkleman Unified Dist.		
	Hayden High School	040241004
Heber-Overgaard Unified District		
	Mogollon High School	090206201
Higley Unified District		
	Higley High School	070260201
Holbrook Unified District		
	Holbrook High School	090203207
Hopi Jr-Sr High		
	Hopi Jr-Sr High	098650001
Humboldt Unified District		
	Bradshaw Mountain High School	130222230
Indian Oasis-Babo Unified District		
	Baboquivari Alternative High School	100240206
	Baboquivari High School	100240204
Joseph City Unified District		
	Joseph City High School	090202002
Kayenta Unified District		
	Monument Valley High School	090227201
Kingman Unified HSD		
	Kingman High School - North	080220202
Lake Havasu Unified District		
	Lake Havasu High School	080201207
Mammoth-San Manuel UD		
	San Manuel High School	110208281
Many Farms District		
	Many Farms High School	014002201
Marana Unified District		
	Marana High School	100206240
	Mountain View High School	100206241
Maricopa Unified School District		
	Maricopa High School	110220202
Mayer Unified District		
	Mayer Jr / Sr High School	130243002

District	School Name	CTDS Number
Mesa Unified School District		
	Boulder Canyon Learning Center	070204280
	Brimhall Jr High School	070204261
	Carson Jr High School	070204252
	Dobson High School	070204274
	Fremont Jr High School	070204254
	George Smith Jr. High School	070204263
	Hendrix Jr High School	070204259
	Kino Jr High School	070204253
	Mesa High School	070204271
	Mesa Jr High School	070204251
	Mountain View High School	070204273
	Poston Jr High School	070204256
	Powell Jr High School	070204255
	Power Learning Center	070204181
	Red Mountain High School	070204275
	Rhodes Jr High School	070204257
	Shepherd Jr High School	070204260
	Skyline High School	070204276
	Stapley Jr High School	070204262
	Sundown High School	070204277
	Tapp	070204182
	Taylor Jr High School	070204258
	Westwood High School	070204272
Miami Unified District		
	Miami High School	040240206
Mingus Union High School District		
	Mingus union High School	130504201
Nogales Unified District		
	Nogales High School	120201210
Page Unified District		
	Page High School	030208209
Paradise Valley UD		
	Horizon High School	070269293
	North Canyon High School	070269294
	Paradise Valley High School	070269290
	Pinnacle High School	070269292
	Polaris High School	070269296
	Shadow Mountain High School	070269295
Parker Unified School District		
	Parker High School	150227204
Patagonia Union High District		
	Patagonia Union High School	120520201
Payson Unified District		
	Payson High School	040210201
Peach Springs Unified District		
	Peach Springs School	080208001
Peoria Unified District		
	Cactus High School	070211261
	Centennial High School	070211263
	Ironwood High School	070211262
	Peoria High School	070211260
	Sunrise Mountain High School	070211264

District	School Name	CTDS Number
Phoenix Union High School Dist		
	Alhambra High School	070510210
	Bostrom Alternative Center	070510214
	Camelback High School	070510225
	Carl Hayden High School	070510245
	Central High School	070510230
	Cesar Chavez High School	070510270
	Desiderata School	070510238
	Homebound	070510206
	Maryvale High School	070510250
	Metro Tech Voc Inst of Phx	070510212
	North High School	070510255
	South Mountain High School	070510260
	Trevor Browne High School	070510220
Pima Unified School District		
	Pima High School	050206202
Pimeria Alta High School		
	Pimeria Alta High School - Green Valley	128724202
Pinon Unified District		
	Pinon High School	090204203
Prescott Unified District		
	Prescott High School	130201070
Queen Creek Unified District		
	Queen Creek High School	070295201
Ray Unified District		
	Ray High School	110203202
Red Mesa Unified District		
	Red Mesa High School	010227204
Rough Rock District		
	Rough Rock Community School	014001201
Round Valley Unified District		
	Round Valley HS	010210210
Safford Unified District		
	Mt. Graham High School	050201201
	Safford High School	050201200
Sahuarita Unified District		
	Sahuarita High School	100230204
San Carlos Unified District		
	San Carlos High School	040220202
San Simon Unified District		
	San Simon School	020218001
Sanders Unified District		
	Valley High School	010218003
Santa Cruz Valley Unified District		
	Rio Rico High School	120235200
Santa Cruz Valley Union High District		
	Santa Cruz Valley Union High School	110540001
Scottsdale Unified District		
	Arcadia High School	070248292
	Chaparral High School	070248295
	Coronado High School	070248293
	Desert Mountain High School	070248296
	Saguaro High School	070248294

District	School Name	CTDS Number
Sedona Oak Creek Unified District		
	Sedona Red Rock High School	130209210
Seligman Unified District		
	Seligman High School	130240202
Show Low Unified District		
	Show Low High School	090210225
Sierra Vista Unified District		
	Buena High School	020268260
Snowflake Unified District		
	Snowflake High School	090205005
St David Unified District		
	St David High School	020221202
St Johns Unified District		
	St Johns High School	010201205
Sunnyside Unified District		
	Desert View High School	100212211
	Sunnyside High School	100212230
Superior Unified District		
	Superior High School	110215205
Tempe Union High School Dist		
	Compadre High School	070513097
	Corona Del Sol High School	070513094
	Desert Vista High School	070513096
	Marcos De Niza High School	070513093
	McClintock High School	070513092
	Mountain Pointe High School	070513095
	Tempe High School	070513091
Thatcher Unified School Dist.		
	Thatcher High School	050204200
The Leona Group		
	Desert Hills High School	078718214
	Summit High School	078718208
	Tempe Accelerated High School	078718205
Tolleson Union High School		
	Tolleson Union High School	070514201
	Westview High School	070514202
Tombstone Unified District		
	Tombstone High School	020201207
Tuba City Unified District		
	Tuba City High School	030215240

District	School Name	CTDS Number
Tucson Unified District	Catalina Magnet High School	100201610
	Cholla Magnet High School	100201615
	Howenstine High School	100201680
	PACE Alternative	100201672
	Palo Verde Magnet High School	100201620
	Project M.O.R.E.	100201674
	Project PASS	100201671
	Pueblo Magnet High School	100201630
	Rincon High School	100201640
	Sabino High School	100201645
	Sahuaro High School	100201650
	Santa Rita High School	100201655
	Tucson Magnet High School	100201660
	University High School	100201675
Vail Unified District	Cienega High School	100220201
Valley Academy for Career and Tech Ed	Valley Academy - Camp Verde USD	130801002
	Valley Academy - Clarkdale Jerome	130801005
	Valley Academy - Cottonwood Oakcreek	130801004
	Valley Academy - Mingus USH	130801001
	Valley Academy - Sedona	130801003
Valley Union High School Dist	Valley Union High School	020522201
Whiteriver Unified District	Alchesay High School	090220204
Wickenburg Unified District	Wickenburg High School	070209201
Willcox Unified District	Willcox High School	020213201
Williams Unified District	Williams High School	030202201
Window Rock Unified District	Window Rock High School	010208201
Winslow Unified District	Winslow High School	090201206
Young Elementary District	Young Teaching High School	040305002
Yuma Union High School District	Cibola High School	140570203
	Kofa High School	140570202
	Vista Alternative School	140570204
	Yuma High School	140570201

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